

## **PSYC 5334: Special Topics in Ethics**

Spring 2018

Thursday 6-9 PM

The Woodlands Center Rm 348

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Office Hours: By appointment only

### **General Course Description**

This graduate level course examines the fundamentals of the American Psychological Association (APA) Ethical Principles Psychologists and Code of Conduct (EPPCC) and relevant guidelines. Focus will be primarily on understanding and applying ethical principles and decision-making process in clinical practice.

### **Course Objectives**

*Essential Goal: Gaining factual knowledge (terminology, classifications, methods, trends)*

1. Students will examine current APA Ethics Code and other relevant guidelines.

*Important Goal: Learning to analyze and critically evaluate ideas, arguments, and points of view*

2. Students will explore how their own values, beliefs, and morality affect ethical reasoning, decision making, and problem solving.
3. Students will develop and practice ethical reasoning, decision making, and problem solving to address ethical issues.

### **Readings**

In addition to texts/resources below, consult course schedule for reading assignments. You MUST read the assigned readings prior to each class. Indeed, you will not be able to participate in class discussion (in person or online) or complete class writing assignments if you do not read them before class. Everyone is expected to complete the readings and be prepared to discuss them. If it becomes clear that not everyone is prepared for class, I reserve the right to administer quizzes and tests.

*\*Please do not check out online books, as that will restrict access for others.*

Fisher, M. A. (2016). *Confidentiality limits in psychotherapy: Ethics checklists for mental health professionals*. Washington, D.C.: American Psychological Association.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat00667a&AN=sam.2285672&site=eds-live&scope=site>)

Gottlieb, M. C., Handelsman, M. M., Knapp, S., & VandeCreek, L. (2012). *APA handbook of ethics in psychology, Vol 1: Moral foundations and common themes*. Washington, D.C.: American Psychological Association.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat00667a&AN=sam.1422731&site=eds-live&scope=site>)

\*Hereafter referred as APA Handbook Vol 1

Gottlieb, M. C., Handelsman, M. M., Knapp, S., & VandeCreek, L. (2012). *APA handbook of ethics in psychology, Vol 2: Practice, teaching, and research*. Washington, D.C.: American Psychological Association.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat00667a&AN=sam.1422730&site=eds-live&scope=site>)

\*Hereafter referred as APA Handbook Vol 2

Knapp, S. J., Gottlieb, M. C., & Handelsman, M. M. (2015). *Ethical dilemmas in Psychotherapy: Positive approaches to decision making*. Washington, D.C.: American Psychological Association.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat00667a&AN=sam.2079728&site=eds-live&scope=site>)

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

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat00667a&AN=sam.2217285&site=eds-live&scope=site>)

Other resources:

The APA provides a number of practice guidelines, including those for psychological practice with older adults, specialty guidelines for forensic psychology, and practice of telepsychology. You should familiarize yourself on relevant topics. See <http://www.apa.org/practice/guidelines/index.aspx> for details.

American Counseling Association. (2014). *2014 ACA Code of ethics*. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Texas State Board of Examiners of Psychologists. (2017, December). *Acts and Rules*. Retrieved from [https://www.tsbep.texas.gov/files/agencydocs/RuleBook\\_December\\_2017.pdf](https://www.tsbep.texas.gov/files/agencydocs/RuleBook_December_2017.pdf)

Texas Administrative Code. (n.d.). *Texas State Board of Examiners of Psychologists, Rules of Practice*. Retrieved from [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=3&ti=22&pt=21](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=3&ti=22&pt=21)

### **Attendance policy**

Class attendance is mandatory. As a graduate student, your *punctual* attendance is a matter of professional responsibility. It is especially important for you to attend all face-to-face meetings, as this is a hybrid course and in-class interactions are limited. SHSU policy is that no student will be penalized for three or fewer hours of absence. You may miss one class (i.e., three hours) without penalty to your grade. However, you may be penalized for more than three hours of absence. The three hours of absence provided by university policy should be used carefully for serious illness and emergencies.

### **Professionalism/Rules of Conduct**

You are expected to assist in maintaining a classroom environment that is conducive to learning. You are to treat faculty and students with respect. All cell phones, PDAs, iPods, etc. should be turned off while in the class.

While this is not a practicum course nor group supervision, some of you will discuss your clinical experiences. You are expected to abide by in an ethical manner consistent with the American Psychological Association's (2017) *Ethical Principles of Psychologists and Code of Conduct*.

### **University Policies**

Please consult <http://www.shsu.edu/syllabus/> for university policies regarding:

- Academic Dishonesty

- Students with Disabilities
- Student Absences on Religious Holy Days
- Visitors in the Classroom

### **Student Evaluations**

You will be asked to complete informal evaluations mid-semester and IDEA evaluations toward the end of the course.

### **Grades & Assignments**

Assignments will be accepted late ONLY in unusual/emergency situations, given that you are informed well ahead of time about their due dates. No assignment (or quiz or exam, if we have them due to lack of participation) may be made up unless PRIOR arrangements have been made with me. It is YOUR responsibility to contact me regarding any make-up work.

Class Participation	20%
QQTPs/in-class discussion	10%
Online contribution	10%
Short Writing Assignments	
Personal Attributes	5%
Potential Challenges	5%
End-of-Semester Reflection	10%
Mid-term	30%
Final	<u>30%</u>
	100%

### *Writing Assignments*

You will submit various writing assignments throughout the semester. Due dates are listed in the class schedule. **You should submit all writing assignments to [kan@shsu.edu](mailto:kan@shsu.edu) by 3 pm on the due date.**

**QQTPs:** Commentaries should follow the question, quotation, and talking points (QQTP) method briefly outlined in Connor-Greene (2005). Commentaries should be about 1 page, single-spaced. Acceptable commentaries will show evidence of reading the assigned work and provide an indication that you are thinking about the issues. Please bring a print copy to class to facilitate discussion.

**Personal Attributes** (5-6 pages): Identify three personal attributes (e.g., values, beliefs, experiences, traits) that you believe would *contribute positively* to your clinical work. Likewise, identify three personal attributes (e.g., values, beliefs, experiences, traits) that you believe could *interfere* with your clinical work. Provide specific examples and sufficient details to illustrate your points. Keep in mind that you will be asked to discuss this assignment with your peers.

**Potential Challenges** (5-6 pages): Identify one ethically thorny/complex situation(s) you would likely encounter in your clinical work and respond to the following questions: (1) What aspects do you find most challenging? (2) If a colleague is facing the situation you identified, what would you recommend your colleague do?

**End-of-Semester Reflection:** More information will be provided closer to due date.

### *Online Contributions*

As this is a hybrid course, you will be expected to interact and contribute online during weeks when we do not meet in-person (i.e., “online weeks”; see Course Schedule). It is expected that you will abide by the same expectations of professionalism online as you will in person. I reserve the right to remove any postings or comments that are inappropriate.

During online weeks, discussions will follow the timeline below. Please note that discussion boards open at *noon the Friday after an in-person class and close at 9 PM on the Thursday of the online class*. For example, online discussion board for Week 3 will open at noon on 2/2 and close at 9 PM on 2/8.

Everyone will serve as “leader” and be responsible for posting the “opener” for the online discussion. Schedule will be posted ASAP.

Role	Fri	Sat	Sun	Mon	Tue	Wed	Thu
Leader			O		1 <sup>st</sup> RC		RCC
Participants				SC		1 <sup>st</sup> RC	RCC

Key: O = Opener, due Sun at 11 pm.

SC = Substantive comment, due Mon by 11 pm.

1<sup>st</sup> RC = Response comment, due Tue by 11 pm.

RCC = Remaining response comment, due Thu by 9 pm.

The timeline provides the *minimal standard* of your participation. You are encouraged to interact more frequently and post as early as possible, especially if you are the leader for the discussion.

I will serve as a guide and moderator for the online discussion. I will not respond to every post, but I will read each one and reply as necessary. Please see the Grading Rubric for information on how your online participation will be graded.

### *Exams*

There will be two scheduled exams. For each exam you will 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. Succinctness with clarity of expression will be valued more than length. We will discuss more details about this in class.

*Special thanks to the various resources and colleagues (particularly David Nelson) for contributing to the syllabus and course content.*

Tentative Course Schedule (I will notify you ASAP if there are any changes)

**Week 1 (1/25): Introduction & QQTP (in person)**

Readings:

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*.

Retrieved from <http://www.apa.org/ethics/code/ethics-code-2017.pdf>

\*Hereafter referred as the EPPCC

Connor-Greene, P. (2005). Fostering meaningful classroom discussion: Student-generated questions, quotations, and talking points. *Teaching of Psychology*, 32, 173-175.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-08705-008&site=eds-live&scope=site>)

Matthews, T. (2015, April 7). 5 discussion ground rules for the online classroom. Retrieved from <http://blog.online.colostate.edu/blog/online-teaching/5-discussion-ground-rules-for-the-online-classroom/>

**Week 2 (2/1): Know Thyself, Part I: Personal Values and Beliefs (in person)**

Due: QQTP 1

Personal attributes assessment

Readings:

Nadal, K. L. (2017). "Let's get in formation": On becoming a psychologist-activist in the 21<sup>st</sup> century. *American Psychologist*, 72, 935-946.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cmedm&AN=29283643&site=eds-live&scope=site>)

Knapp, S., Gottlieb, M. C., & Handelsman, M. M. (2017). Self-awareness questions for effective psychotherapists: Helping good psychotherapists become even better. *Practice Innovations*, 2, 163-172.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2017-44049-001&site=eds-live&scope=site>)

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.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000329119800001&site=eds-live&scope=site>)

**Week 3 (2/8): General Principles & Resolving Ethical Issues (online)**

Due: Potential challenges paper

Readings:

APA Handbook Vol 1, Chap 2

EPPCC, Introduction & Applicability, Preamble, and General Principles  
Standards 1.01-1.08

Nagy, T. F. (2011). The general ethical principles of psychologists. *Essential ethics for psychologists: A primer for understanding and mastering core issues* (pp. 49-63). Washington, D.C.: American Psychological Association.

Pope, K. S., & Vasquez, M. J. (2016). Culture, context, and individual differences. *Ethics in psychotherapy and counseling: A practical guide* (5<sup>th</sup> ed., pp. 276-297). Hoboken, NJ: John Wiley & Sons, Inc.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat00667a&AN=sam.2492661&site=eds-live&scope=site>)

#### **Week 4 (2/15): Ethical Decision Making (online)**

##### Readings:

Knapp et al. (2015), Chaps 1-4

Lambe, K. A., O'Reilly, G., Kelly, B. D., & Curristan, S. (2016). Dual-process cognitive interventions to enhance diagnostic reasoning: A systematic review. *British Journal of Medicine Quality & Safety*, 25, 808-820. doi: 10.1136/bmjqs-2015-004417

Rogerson, M. D., Gottlieb, M. C., Handelsman, M. M., Knapp, S., & Younggren, J. (2011). Nonrational processes in ethical decision making. *The American Psychologist*, 66, 614-623. doi:10.1037/a0025215

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cmedm&AN=21875170&site=eds-live&scope=site>)

#### **Week 5 (2/22): Competence (in person)**

Due: QQTP 2

##### Readings:

EPPCC, Ethical Standards 2.01-2.06

APA Handbook Vol 1, Chap 6-7

Knapp et al. (2015), Chap 5

Shapiro & Smith (2011), Chaps 1-2

#### **Week 6 (3/1): Human Relations, Multiple Relationships & Boundaries (online)**

##### Readings:

EPPCC, Standards 3.01-3.12

APA Handbook Vol 1, Chap 9

Knapp et al. (2015), Chap 6

#### **Week 7 (3/8): Mid-term exam distributed online (open book, 24-hour time limit)**

#### **Week 8 (3/15): Spring Break (no class or online discussion)**

#### **Week 9 (3/22): Confidentiality, Privacy, and Informed Consent (in person)**

*We will complete informal evaluation/feedback regarding the class.*

Due: QQTP 3

##### Readings:

EPPCC, Standards 3.10, 4.01-4.07, 9.03, 10.01

Fisher (2016) Chaps 1-2

Shapiro & Smith (2011) Chaps 3-4

**Week 10 (3/29): Confidentiality cont. (online)**

Readings:

Abbott, G. (2012, May 30). Opinion No. GA-0944, Re: Whether a mental health professional is required by chapter 261, Family Code, to report abuse or neglect that occurred during the childhood of a now-adult patient (RQ-1030-GA).

Fisher (2016) Chaps 3-8

**Week 11 (4/5): Assessment (online)**

Readings:

APA Handbook Vol 2, Chap 4

EPPCC, Standards 9.01-9.11

Pope, K. S., & Vasquez, M. J. (2016). Assessment, testing, and diagnosis. *Ethics in psychotherapy and counseling: A practical guide* (5<sup>th</sup> ed., pp. 204-224). Hoboken, NJ: John Wiley & Sons, Inc.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat00667a&AN=sam.2492661&site=eds-live&scope=site>)

**Week 12 (4/12): Therapy (in-person)**

Due: QQTP 4

Readings

APA Handbook Vol 1, Chap 16

APA Handbook Vol 2, Chap 3

EPPCC, Standards 10.01-10.10

**Week 13 (4/19): Record Keeping & Business of Psychology (online)**

Readings:

APA Handbook Vol 1, Chap 17

American Psychological Association. (2007). Record keeping guidelines. *American Psychologist*, 62, 993-1004. doi: 10.1037/0003-066X.62.9.993. Retrieved from

<http://www.apa.org/practice/guidelines/record-keeping.aspx>

Bennett, B. E. (2013). Understanding professional liability insurance. In B. Greene, J. C. Norcross, & G. P. Koocher (Eds.), *Psychologists' Desk Reference* (pp. 628-634). New York City, NY: Oxford University Press.

(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=619757&site=eds-live&scope=site>)

EPPCC, Standards 5.01-5.06, 6.01-6.07

Koocher, G. P., & Soibatian, C. (2017). Understanding fees in mental health practice. *Practice Innovations*, 2, 123-135. doi:10.1037/pri0000048.  
(<http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2017-34735-001&site=eds-live&scope=site>)

**Week 14 (4/26): Issues related to Education, Training, and Research (in person)**

Due: QQTP 5  
End of semester reflection paper

Readings:

APA Handbook Vol 2, Chap 15

EPPCC, Standards 7.01-7.07, 8.01-8.15

Nagy, T. F. (2011). Ethics in teaching, training, and supervision. *Essential ethics for psychologists: A primer for understanding and mastering core issues* (pp. 217-226). Washington, D.C.: American Psychological Association.

**Week 15 (5/3): Final exam distributed online (open book, 24-hour time limit)**



## Grading Rubric for Online Discussion

Grade (Point Value)	Assessment of Performance Level
A (9.0-10.0)	<p>Leader or participant timely contributes to the discussion without trying to dominate it, makes thoughtful contributions, shows interest in and respects the views of others, responds linking to other concepts, and participates actively demonstrating conventional netiquette.</p> <p>Openers or substantive comments reflect exceptionally written, exceptionally thoughtful, independent commentary with research or germane references that equal or exceed 125 words (each). Responsive comments reflect exceptionally written, exceptionally thoughtful, independent, commentary with research or germane references that equal or exceed 50 words (each).</p>
B (8.0-8.9)	<p>Leaders or participant timely makes thoughtful comments, contributes occasionally, usually shows interest in and respect for the views of others, and participates relatively actively while usually demonstrating conventional netiquette. This score also might be given to a participant whose contributions are less developed, or less cogent, than a student who receives an “A.”</p> <p>Openers or substantive comments reflect well-written, thoughtful, independent commentary usually supported with research or germane references that equal or exceed 125 words (each). Responsive comments reflect well written, thoughtful, independent commentary usually supported with research or germane references that equal or exceed 50 words (each)</p>
C (7.0-7.9)	<p>Leaders or participant timely participates in discussion, but in a limited way. Participant sometimes shows interest in and respect for the views of others, and sometimes contributes actively while demonstrating conventional netiquette. Participant may respond less thoughtfully, make rambling or off topic statements, which do not link to the ideas of others.</p> <p>Openers or substantive comments reflect satisfactorily written, only occasionally thoughtful, somewhat independent commentary only occasionally supported with research or germane references that equal or exceed 125 words (each). Responsive comments reflect satisfactorily written, only occasionally thoughtful, somewhat independent commentary only occasionally supported with research or germane references that equal or exceed 50 words (each).</p>
F ( $\leq 6.9$ )  *Failure to comment timely during the discussion window receives 0 points for the week.	<p>Leaders or participant untimely or minimally participates in discussion. Participant demonstrates insufficient regard for the contributions and views of others and seldom makes satisfactory linkages to the concepts or only seldom demonstrates conventional netiquette.</p> <p>Openers or substantive comments reflect inadequately written, shallow, unoriginal commentary seldom supported by research or germane references less than 125 words (each). Responsive comments reflect inadequately written, shallow, unoriginal commentary seldom supported with research or germane references of less than 50 words (each).</p>

Based on: Baker, D. L. (2011). Designing and orchestrating online discussions. *MERLOT Journal of Online Learning and Teaching*, 7, 401-411. Retrieved from [http://jolt.merlot.org/vol7no3/baker\\_0911.pdf](http://jolt.merlot.org/vol7no3/baker_0911.pdf)