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PSYX 630.01: Ethics, Professional, and Cultural Issues in Psychology

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Psychology 630 (01): Ethics, Professional, and Cultural Issues in Psychology

Spring, 2019

Course Information

CRN: 33863

Monday & Wednesday 11:00 – 12:20

CPC 121

Instructor Information

Professor: David Schuldberg, Ph.D.

Office: Skaggs 206

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Office hours: TBA; Skaggs 206

[Psychology Department website](#)

[Dr. Schuldberg's webpage](#)

Introduction

This course is structured to familiarize students with their ethical, professional, scientific, and legal responsibilities as they undertake professional functions. It is geared to increasing awareness of the duty to protect the welfare of individuals and groups with whom psychologists and trainees work, as well as the ways that we can accomplish this.

Course Summary

This course is designed to do three primary things: 1) introduce you to common ethical issues facing clinical psychologists and standards for ethical practice, 2) provide you with ideas and strategies for approaching ethical dilemmas, 3) increase your self-awareness of values, beliefs, biases and reactions that may affect your responses to ethically challenging situations. The course is intended to provide a balance of theory, application and personal exploration. We will spend time discussing ethical standards, then applying them to case examples. Students are expected to learn both the content of the ethical standards, as well as a process for detecting and then evaluating ethical dilemmas; in almost all cases, generating, considering, and evaluating alternatives is emphasized more than having the “right answer.” We will also spend time examining our own values and beliefs, reactions to various ethical dilemmas and potential areas of vulnerability in order to enhance self-awareness and understanding as it relates to ethical issues in practice. The assumption here is that all psychologists bring their own values, blind spots, and biases to their work, and that developing awareness of those issues will enhance ability to practice in a thoughtful, ethical way. Finally, we will explore some current professional issues that have ethical ramifications, such as psychologists' roles in aid-in-dying.

Specific Course Objectives

- 1) To familiarize the student with basic moral principles that serve as the foundation for ethical codes.
- 2) To give exposure to some of the many ethical conflicts and dilemmas that confront psychologists, and to sort through strategies for resolving them; to develop and be able to implement an ethical decision-making model; to be able think through complex ethical

situations, to see multiple perspectives and principals involved in ethical quandaries and to generate and evaluate appropriate courses of action.

- 3) To familiarize students with APA's Ethical Principles and Codes of Conduct and other related codes and standards for providers of services.
- 4) To provide students with in-depth understanding and knowledge regarding current problems and controversies stemming from psychologists' involvement in torture, in APA's role in promoting torture, and related current events in the aftermath of the "Hoffman Report."
- 5) To familiarize students with ethical and professional issues and standards involved in work in school settings, and in ethics and standards for School Psychologists.
- 6) To engage in ethical thinking processes and values clarification in order to increase professional competence and skill.
- 7) To review related readings and research in ethics and law and explore the frequent tensions that arise between ethics and law.
- 8) To understand legal and regulatory requirements involved in central areas of professional practice.
- 9) To understand how legal and ethical requirements are enforced.
- 10) To examine cultural factors that affect our work, examine competence in the context of cultural issues and become more aware of one's own situation and identities that affect one's work.
- 11) To learn how to implement ethical attitudes and values in clinical situations, and to integrate one's own principles and values in one's practice and to integrate ethical practice, obeying the law, risk management, and high-quality clinical work.
- 12) To learn about some current professional practice issues in the field, including the integration of behavioral health and primary care, and consider their ethical implications.

Course Expectations and Evaluation

Assigned Readings

Complete all assigned readings prior to class. Come prepared to discuss.

Class Participation

Class participation (and thus attendance) is required. It is expected that all students will contribute to discussions, demonstrating a familiarity with the assigned readings and the ability to think creatively and independently. Class participation will be worth 15% of students' grades. If you must miss class (i.e. for a medical reason), please let me know in advance by e-mailing or leaving a voice mail (x4183).

Ethical Problem-Solving ("consultation papers")

You will be provided with a "Steps for Effective Decision Making" worksheet to use as you work through actual ethical dilemmas presented by guest presenters. Over the course of the semester, you will complete 3 papers utilizing this format to evaluate ethical dilemmas. The precise time of each presentation will vary depending on presenters' schedules; the papers due dates are set for approximately ten days after each presentation. These three consultation papers will count as 30% of your total grade (10% each).

Reaction Papers ("special topics" papers)

You will be writing a reaction or "special topics" paper in response to each of the three special topics we cover this semester (prescription privileges, aid in dying, issues faced by military psychologists). These three papers will count as 30% of your grade (10% each). More specific instructions will be given for each paper, but in general, you will be asked to describe what you see as the central ethical issues, what

your own reactions to those issues are, how you would see yourself handling them. Each paper should be a maximum of three, typed, double-spaced pages.

Note-taking

Note taking is encouraged in this class as a method of extracting, clarifying, and organizing information relevant to ethical and clinical decision-making. Role of notes will be discussed in class.

Final exam

The final exam is 25% of your grade. Instructions to follow.

Plus and minus grades are used as follows: > 93% = A, > 90% = A-, > 87% = B+, > 83% = B, > 80% = B-, > 77% = C+, > 70% = C, etc. Note that final grades of C+ and below are not considered passing grades. Please talk to the professor if you have any questions or concerns about how you are doing in the class.

Primary Textbooks¹:

K & V: Knapp, S., & VandeCreek, L. D. (2012). *Practical ethics for psychologists: A positive approach* (Second edition). Washington, DC: American Psychological Association. (Available from on-line textbook outlets.)

KYVHM: Knapp, S., Younggren, J. N., VandeCreek, L., Harris, E., & Martin, J. N. (2013). *Assessing and managing risk in psychological practice: An individualized approach* (Second Edition). Rockville, MD: The Trust.

Note: This book is available to be purchased or downloaded directly from the [APA Insurance Trust](#) or, if you are insured through The Trust Sponsored Professional Liability Insurance Program, you can download at The Trust's [Online Service Center](#).

Additional readings (available on Moodle)

Selections from Bersoff, D.N. (2008). *Ethical Conflicts in Psychology (Fourth Edition)*. Washington, DC: American Psychological Association, and from Bersoff, D.N. (2003). *Ethical Conflicts in Psychology (Third Edition)*. Washington, DC: American Psychological Association,

CPC Policy and Procedures Manual.

Important useful links

Montana law: [The Montana Code Annotated \(MCA\)](#)

[The Administrative Rules of Montana \(ARM\)](#)

¹In prior years, the primary textbook for this course was Koocher, G.P. & Keith-Spiegel, P. (2007). *Ethics in psychology: Professional standards and cases* (Third Edition). New York: Oxford, along with selections from Pope, K.S. & Vasquez, M. J. T. (2016). *Ethics in Psychotherapy and Counseling (Fifth Edition)*. San Francisco, CA: Wiley & Sons.

[APA Ethics Code](#)

[The ASPPB Code of Conduct](#)

[Information on HIPAA and other privacy law](#)

Note: The APA brochures on Moodle provide a better brief introduction to the HIPAA requirements.

<https://kspope.com/suicide/index.php>

[The Hoffman Report](#)

Moodle on-line system

Course announcements, additional class materials, and discussion forum will be on the [Moodle platform](#)

Make sure to use your official UM e-mail address with this system. You will need to have and use a university e-mail address and to check it regularly.

[IT Central Help Desk](#): 243-4357 (8am-5pm)

Other requirements: Attendance in class is required; please come to class on time and stay for the entire period. See information on cell phone and Internet etiquette at end of syllabus.

Course Guidelines

- 1) This schedule is subject to change. Students are responsible for knowing about changes in assignments and schedules that may be announced in class or on Moodle.
- 2) Through the first fifteen (15) instructional days of the semester, students may use [Cyberbear](#) to drop courses. For courses dropped by the fifteenth instructional day, no fees are charged and courses are not recorded. After this date, a grade of “WP” or “WF” will appear on the transcript. Petitions to drop will be granted only in documentable emergency cases. Note that course failure, in and of itself, does not constitute an emergency.
- 3) Petitions to drop will be granted only in documentable emergency cases. Note that course failure, in and of itself, does not constitute an emergency.
- 4) Students with disabilities have the responsibility to declare their disability to the instructor at the beginning of the course if they require accommodations, and they also have the responsibility to arrange for such accommodations with Disability Services for Students (Lommasson Center 154). The instructor will work collaboratively with the student and DSS to provide these accommodations. If accommodations are arranged for assignments, please advise the professor and confirm the arrangements before each assignment.
- 5) Departmental and University policies regarding Incompletes do not allow changing “Incomplete” grades after one year after an “I” has been granted.

- 6) Cell Phones and related technology. Students are expected to practice cell phone and computer etiquette in class. Please do not engage in excessive texting or online activity during class. Cell phones use, texting, etc. are not permitted during in-class exams, if any.
- 7) Plagiarism or cheating of any kind will not be tolerated. Plagiarism is stealing or passing off the ideas or words of another as one's own without properly crediting the source. This behavior is unethical and a violation of the Student Conduct Code. The instructor also reserves the right to assign an "F" as a final grade if either cheating or plagiarism occurs.
- 8) All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
- 9) All work in this class is to be carried out in accordance with the APA *Ethical Standards* and associated documents, as well as the [UM Conduct code](#).

Course Schedule

Dates	Readings
Instruction begins. (Jan 10, 11)	
Week 1. January 14, Monday. Welcome! Introduction and overview.	
January 16, Wednesday. Introduction to ethics in Clinical and School Psychology. Professions, and professional organizations.	1) Knapp & VandeCreek (K & V), Chapters 1 & 2 2) APA Ethical principles of psychologists and code of conduct (apa.org/ethics/code2002.html). 3) 2010 & 2016 Additions to the APA code (Moodle) 4) National Association of School Psychologists (NASP) (2010). Professional conduct manual, principles of professional ethics, and guidelines for the provision of school psychological services
Week 2. January 21, Monday. No class, King Day.	
January 23, Wednesday. Philosophical traditions. Ethics in the real world. History. Ethical Decision Making Tentatively: Guest lecture: Dane Scott, Director of the Mansfield Ethics and Public Affairs Program at The University of Montana and Associate Professor of Ethics in the College of Forestry and Conservation; history, philosophy of ethics (date TBA).	1) Knapp & VandeCreek (K & V), Chapter 3 2) Pope & Vasquez, Chapter 2. 3) Bashe, A., Anderson, S. K., Handelsman, M. M., & Klevansky, R. (2007). An acculturation model for ethics training: The ethics autobiography and beyond. <i>Professional Psychology: Research and Practice</i> , 38, 60-67. 4) Jordan & Meara in Bersoff (4 th Ed. unless otherwise noted), pp. 139-143) 5) Of historical interest: ASPPB Code of conduct
Week 3. January 28, Monday. Competence . Special Topic 1: Mental health professionals commenting on public figures) will be due Friday Feb 15.	1) K & V, Chapter 4 2) Knapp, Younggren, VandeCreek, Harris, & Martin (KYVHM), pp. 5-30 Readings for Special Topic 1: 3) Herman, J. & Lee, B.X. (2017) 4) Appelbaum (2017)
January 30. Informed consent. Consent issues and “assent” with child and adolescent clients.	1) Pope & Vasquez, Chapter 19
Week 4. February 4, Monday. Confidentiality. Privilege. Confidentiality with children and families.	1) K & V, Chapters 7 2) KYVHM , pp. 31-61; pp. 112-135,166-190 3) Fisher, M.A. (2008). Protecting confidentiality rights: The need for an ethical practice model. <i>American Psychologist</i> , 63, 1-13. 4) Gustafson & McNamara in Bersoff, pp. 192-196 (Child Confidentiality 5) Sullivan et.al in Bersoff, pp. 197-202 6) Relevant sections of the MCA and ARM

Dates	Readings
<p>February 6, Wednesday. Suicide risk; life-threatening situations. Duty to protect vs. duty to warn vs. duty to report. The concept of risk management</p>	<ol style="list-style-type: none"> 1) K & V, Chapter 8 2) Monahan, in Bersoff, pp. 180-186 3) Appelbaum on <i>Tarasoff</i> 4) Relevant sections of the MCA and ARM 5) Useful: https://kspope.com/suicide/index.php
<p>Week 5. February 11, Monday. More on Duty to warn. Duty to report. Liability. Malpractice insurance.</p>	<ol style="list-style-type: none"> 1) Review K & V, Chapter 8 2) Chenneville in Bersoff, pp. 203-206 3) Huprich et.al. in Bersoff, pp. 207-213 4) KYVHM, pp. 233-241 5) Relevant sections of the MCA and ARM
<p>February 13, Wednesday. More on liability and risk management.</p> <p>Public figures special topics paper (#1) due Friday, February 15.</p>	
<p>Week 6. February 18, Monday. No class, Presidents' Day.</p>	
<p>February 20, Wednesday. Multiple relationships, part 1. Some rural issues.</p> <p>First guest consultation about here. (Consultation paper #1 will be due Friday, March 8.)</p>	<ol style="list-style-type: none"> 1) K & V, Chapter 6 2) KYVHM, pp. 79-92 3) Gottlieb in Bersoff, pp. 249-251 (3rd ed) 4) Schank & Skovholt in Bersoff (3rd ed), pp. 347-352
<p>Week 7. February 25, Monday. Multiple relationships, part 2 – sexuality and attraction.</p>	<ol style="list-style-type: none"> 1) Pope & Vasquez (2016), Chapter 21 and 22
<p>February 27, Wednesday. More rural issues.</p>	<p>Readings and video on rural issues to be made available.</p>
<p>Week 8. March 4, Monday. Record-keeping. Releases of information. Introduction: Records of minors who are clients or students.</p> <p>Second special topic: Aid in dying. (Special topic paper #2 will be due Friday, March 22).</p>	<ol style="list-style-type: none"> 1) K & V, review Chapter 7 2) KYVHM, pp. 151-165 3) APA "Record keeping guidelines" in Bersoff, pp. 536-542 4) APA primers on HIPAA requirements <p>For Special topics paper #2:</p> <ol style="list-style-type: none"> 5) Washington State Psychological Association (WSPA) reading 6) California's End of Life Option Act: CPA Guidance for Psychologists (2017) 7) Other readings on Moodle.

Dates	Readings
<p>March 6, Wednesday. Assessment; Release of test data/records.</p> <p>(Consultation paper #1 due Friday, March 8.)</p>	<ol style="list-style-type: none"> 1) K & V, Chapter 10 2) APA. (2001). APA’s guidelines for test user qualification: An exec summary. <i>American Psychologist</i>, 56, 1099-1113. 3) Excellent: Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. (1996). <i>Professional Psych: Res and Pract</i>, 27(3), 245-251. (Shorter version in in Bersoff, pp. 293-298.) 4) Berndt in Bersoff (3rd), pp. 293-295 5) London & Bray in Bersoff(4th), pp. 283-286
<p>Week 9. March 11, Monday. Psychotherapy: Specific therapeutic modalities and difficult clinical situations.</p> <p>Second guest consultation about here. Consultation paper #2 will be due Friday, April 5.</p>	<ol style="list-style-type: none"> 1) K & V, Chapter 11 2) Review: KYVHM, pp. 166-190. 3) Pope & Vasquez (2016) Chapter 18
<p>March 13, Wednesday. Science and practice; Evidence Based Practice.</p>	<ol style="list-style-type: none"> 1) Readings TBA
<p>Week 10. March 18, Monday. Psychotherapy (cont.) Legal issues. Psychotherapy notes, again. Ethical conflicts.</p>	<ol style="list-style-type: none"> 1) KYVHM, pp. 191-212, especially 203-212 (“Abandonment” / Continuity of Services) 2) Margolin in Bersoff, pp. 346-353 (Marital and Family Therapy)
<p>March 20, Wednesday. Responding to an ethics complaint. Self-care.</p> <p>(Special topic paper #2, aid in dying, due Friday, March 22.)</p>	<ol style="list-style-type: none"> 1) Pope & Vasquez, Ch. 16
<p>Week 11. March 25, 27.</p>	<p>SPRING BREAK.</p>
<p>Week 12. April 1, Monday. Business issues. A little medical economics. Managed care systems. Practical practitioner tips.</p> <p>The Affordable Care Act and the Patient-Centered Medical Home. Integrated Behavioral Health (IBH) and Inter-Professional Education (IPE).</p>	<ol style="list-style-type: none"> 1) K & V, Chapter 12 2) KYVHM, pp. 213-222, 223-232 3) Additional readings TBA.

Dates	Readings
<p>April 3, Wednesday. Technology; the Electronic Health Record.</p> <p>Consultation paper #2 due Friday, April 5.</p>	<ol style="list-style-type: none"> 1) Gabbard, Kassaw, & Perez Garcia (2011). Professional boundaries in the era of the internet 2) APA, Guidelines for the Practice of Telepsychology (2013) 3) Haas, Benedict, & Kobos in Bersoff, pp. 362-365 (3rd ed) ("Telephone") 4) Shapiro & Schulman in Bersoff, pp. 366-371 (3rd ed) ("E-mail") 5) Additional readings TBA on EHR
<p>Week 13. April 8, 10. Topics in diversity. The role of guidelines. Intersectionality and practice.</p> <p>Third guest consultation about here. Consultation paper #3 will be due Friday, April 19.</p>	<ol style="list-style-type: none"> 1) Sue, D.W., & Sue, E. (2003). <i>Counseling the culturally diverse: Theory and practice</i>, (4th ed), 3-29. NY: Wiley. 2) U.S. Department of Health and Human Services, Office of Minority Health. National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care 3) Old: American Psychological Association (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. <i>Am Psyc</i>, 48, 45-48. 4) Guidelines for Psychological Practice With Girls and Women (2007). 5) Guidelines for Psychological Practice With Lesbian, Gay, and Bisexual Clients (2012)
<p>April 10, Wednesday. Diversity issues continued.</p>	<ol style="list-style-type: none"> 1) APA Guidelines for the Psychological Practice with Boys and Men (2018) 2) Guidelines for Psychological Practice with Older Adults. (2014). <i>American Psychologist</i>, 69(1), 34-65 3) Historical Interest: American Psychological Association (1978). Guidelines for therapy with women. <i>Am Psych.</i>, 33, 1122-1123. 4) Historical Interest: American Psychological Association (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i>, 55, 1440-1451.

Dates	Readings
<p>Week 14. April 15, Monday. Working with children, II; issues specific to school settings.</p> <p>Third special topic: To be announced. Special topic paper #3 will be due Friday, April 26.</p>	<p>1) KYVHM, pp. 93-111</p> <p>2) Review: National Association of School Psychologists (NASP) (2010). Professional conduct manual, principles of professional ethics, and guidelines for the provision of school psych services</p> <p>3) Jacob and Hartshorne, <i>Ethics and law for School Psychologists</i> (4th Edition), Chapters 1, 2, 3 (pp. 69-82 only), 5, and 6</p> <p>4) Koocher, G.P., & Keith-Spiegel, P.C. (1990). <i>Children, ethics, and the law: Professional issues and cases</i> (pp. 1-46). Lincoln: University of Nebraska Press.</p>
<p>April 17, Wednesday. Recap and clarification: Children’s records in clinics and schools.</p> <p>Consultation paper #3 due Friday, April 19.</p>	<p>1) School Psych: Bersoff & Hofer in Bersoff, pp. 276-278 (Note that this reading and the next one focus on a more limited testing role for School Psychologists.)</p> <p>2) School Psych: Bersoff in Bersoff, pp. 299-302. (Note that this also focuses on a testing role.)</p>
<p>Week 15, Monday. April 22. Forensics; licensure. Academics and research. Supervision and consultation.</p> <p>Take home final distributed this week.</p>	<p>1) Review K & K, Chapter 17 (especially pp. 458-474)</p> <p>2) Optional: KYVHM, pp. 136-150</p> <p>3) K & V, Ch. 13</p>
<p>April 24, Wednesday. Wrap-up and conclusions.</p> <p>Special topic paper #3 due Friday, April 26.</p>	
<p>Week 16, week of April 29. Exam Week.</p>	<p>Take-home Final, due date TBA. (Tentatively, Wednesday of Finals Week, May 1.)</p>