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PSYX 630.01: Ethics, Professional, and Cultural Issues

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Psychology 630: Ethics, Professional, and Cultural Issues
Spring, 2014
Monday-Wednesday, 11:10-12:00, Thursday, 10:10-11
CPC 121

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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 increase 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 familiarize students with ethical and professional issues and standards involved in work in school settings, and in ethics and standards for School Psychologists.

- 5) To engage in ethical thinking processes and values clarification in order to increase professional competence and skill.
- 6) To review related readings and research in ethics and law and explore the frequent tensions that arise between ethics and law.
- 7) To understand legal and regulatory requirements involved in central areas of professional practice.
- 8) 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.
- 9) 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.
- 10) To learn about some current professional practice issues in the field and consider their ethical implications.

Course expectations and evaluation

1) Assigned Readings. Complete all assigned readings prior to class. Come prepared to discuss.

2) 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).

3) 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).

4) Reaction Papers ("special topics" paper s). 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.

5) 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.

6) Final exam. 25% of your grade. Instructions to follow.

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

Texts:

Koocher, G.P. & Keith-Spiegel, P. (2007). *Ethics in psychology: Professional standards and cases* (Third Edition). New York: Oxford. (Aailable in bookstore and elsewhere.)

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 at <https://www.apait.org/apait/secure/rmbook.aspx?pick=1> or

<http://www.apait.org/apait/products/riskmanagementbook/>

If you are insured through The Trust Sponsored Professional Liability Insurance Program, you can download the free eBook through your account 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,

Selections from Pope, K.S. & Vasquez, M.J.T. (2010). *Ethics in Psychotherapy and Counseling* (Fourth Edition). San Francisco, CA: Wiley & Sons.

CPC Policy and Procedures Manual (Revised 1/2010). This will be handed out.

Important useful links:

Montana law: The Montana Code Annotated (MCA) is located at http://leg.mt.gov/bills/mca_toc/

The Administrative Rules of Montana (ARM) are at <http://www.mtrules.org/>

APA Ethics Code: <http://www.apa.org/ethics/code/index.aspx>

The ASPPB Code of Conduct: <http://www.asppb.org/publications/model/conduct.aspx>

Information on HIPAA and other privacy law can be found at <http://www.hhs.gov/ocr/privacy/>.

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

Moodle on-line system: Course announcements, additional class materials, and discussion forum will be on the Moodle site (<http://umonline.UMT.edu/>).

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); <http://www.UMT.edu/it/support/default.php>; or italk@umontana.edu

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.

CLASS SCHEDULE

<u>Dates</u>	<u>Readings</u>
Week 1. January 27 - 31. Introduction to course. Overview of course. Introduction to ethics in Clinical and School Psychology.	1) Koocher & Keith-Spiegel (K & K), Chapters 1 & 2
Week 2. February 3 - 7. Ethics: History, principles and codes.	1) APA Ethical principles of psychologists and code of conduct (apa.org/ethics/code2002.html). 2) ASPPB Code of conduct (http://www.asppb.org/publications/model/conduct.aspx) 3) Bennett, et. al., pp. 5-30 4) Jordan & Meara in Bersoff (4 th ed unless otherwise noted), pp. 139-143 5) 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.
Week 3. February 10 - 14. Risk management, informed consent, competence & credentials; Special Topic 1: prescription privileges. 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 (Wednesday, February 12). Prescription privileges reaction paper (#1) will be due 2/28.	1) Prescription privileges: Hayes & Heiby (1996) 2) Prescription privileges: DeLeon & Wiggins (1996) 3) Bennett et. al., pp. 31-78 4) K & K, Chapter 3 & 4 5) Pope & Vasquez (2007) chapter 4 6) Relevant sections of the MCA.
Week 4. February 17 - 21 (No class Feb 17). Risk management; informed consent, confidentiality, privilege, duty to protect.	1) K & K, Chapter 8 2) Fisher, M.A. (2008). Protecting confidentiality rights: The need for an ethical practice model. <i>American Psychologist</i> , 63, 1-13. 3) Bennett et al., pp. 112-135, 166-190 4) Monahan, in Bersoff, pp. 180-186 5) Appelbaum on Tarasoff 6) Relevant sections of the MCA

<u>Dates</u>	<u>Readings</u>
Week 5. February 24 - 28. Confidentiality (cont.), duty to warn; liability, insurance. Prescription privileges reaction paper (#1) due 2/28.	1) Chenneville in Bersoff, pp. 203-206 2) Huprich et.al. in Bersoff, pp. 207-213 3) Bennett et al., pp. 233-241
Week 6. March 3 - 7. Multiple relationships, part 1. First guest consultation (Consultation paper #1 will be due 3/17)	1) K & K, Chapter 10, 11 2) Bennett et al., pp. 79-92 3) Pope & Vasquez (2007) chapter 17 3) Gottlieb in Bersoff, pp. 249-251 (3 rd ed) 4) Schank & Skovholt in Bersoff (3 rd ed), pp. 347-352
Week 7. March 10 - 14. Multiple relationships, part 2 – sexuality and attraction.	1) Reading: K & K Chapter 12, and 13,
Week 8. March 17 - 21. Assessment; Release of test data/records; (Consultation paper #1 due Monday, 3/17) Second special topic: aid in dying. (Special topic paper #2 will be due 3/27).	1) Washington State Psychological Association (WSPA) reading [Reaction paper due 3/27] 2) K & K, Chapter 9 3) Bennett et al., pp. 151-165 4) American Psychological Association. (2001). APA's guidelines for test user qualification: An executive summary. <i>American Psychologist</i> , 56, 1099-1113. 5) CLI/APA, "Strategies for Private Practitioners Coping With Subpoenas or Compelled Testimony for Client Records or Test Data," in Bersoff, pp. 293-298. <i>Full article:</i> Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. (1996). <i>Professional Psychology: Research and Practice</i> , 27(3), 245-251. 6) Berndt in Bersoff (3 rd), pp. 293-295 7) London & Bray in Bers. (4 th), 283-286
Week 9. March 24 - 28. Psychotherapy: Specific therapeutic modalities and difficult clinical situations; science and practice; Evidence Based Practice. (Special topic paper #2, aid in dying, due 3/27.) Second guest consultation (Anisa Goforth), Monday, March 24. Consultation paper #2 will be due 4/11.	1) K & K, Chapters 5 & 6 2) Review: Bennett et al., pp. 166-190 3) Pope & Vasquez (2007) chapter 13

Dates	Readings
Week 10. March 31 - April 4 (Spring Break).	
<p>Week 11. April 7 - 11. Psychotherapy (cont.) Legal issues; more on record-keeping. Ethical conflicts; responding to a complaint.</p> <p>Consultation paper #2 due 4/11.</p>	<ol style="list-style-type: none"> 1) Margolin in Bersoff, pp. 346-353 2) Bennett et. al, pp. 203-210 ("Abandonment" / Continuity of Services) 3) APA "Record keeping guidelines" in Bersoff, pp. 536-542 4) APA primers on HIPAA requirements 5) Pope & Vasquez (2007) chapter 10 6) Knapp, Gottlieb, Berman & Handelsman in Bersoff, pp. 109-115
<p>Week 12. April 14 - 18. Business issues; managed care systems; the Affordable Care Act and the Patient-Centered Medical Home; technology; the Electronic Medical Record.</p> <p>Third guest consultation.</p> <p>Consultation paper #3 will be due 4/25.</p>	<ol style="list-style-type: none"> 1) K & K, Chapters 7, 14, 15 2) Bennett et al. , pp. 213-222, 223-232 3) Haas, Benedict, & Kobos in Bersoff, pp. 362-365 (3rd ed) 4) Shapiro & Schulman in Bersoff, pp. 366-371 (3rd ed) 5) Gabbard, Kassaw, & Perez Garcia (2011). Professional boundaries in the era of the internet. 6) Lowman & Resnick, <i>The mental health professional's guide to managed care</i>, Chapter 3
<p>Week 13. April 21 - 25. Topics in diversity;</p> <p>Consultation paper #3 due 4/25.</p> <p>Third special topic: Ethical issues for military psychologists. Special topic paper #3 will be due 5/2.</p>	<ol style="list-style-type: none"> 1) American Psychological Association (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. <i>Am Psyc</i>, 48, 45-48. 2) American Psychological Association (2000). Guidelines for psychotherapy with lesbian, gay and bisexual clients. <i>American Psychologist</i>, 55, 1440-1451. 3) American Psychological Association (1978). Guidelines for therapy with women. <i>Am Psyc</i>, 33, 1122-1123. 4) Sue, D.W., & Sue, E. (2003). <i>Counseling the culturally diverse: Theory and practice</i>, (4th ed), 3-29. NY: Wiley. 5) APA (2004). Guidelines for psychological practice with older adults. <i>American Psychologist</i>, 59, 236-260 6) Additional materials on psychologists and torture.

Dates	Readings
<p>Week 14. April 28 - May 2. Working with children; issues specific to school settings.</p> <p>Special topic paper #3 due 5/2.</p>	<ol style="list-style-type: none"> 1) Bennett, et al., pp. 93-111 2) National Association of School Psychologists (NASP) Professional conduct manual, principles of professional ethics, and guidelines for the provision of school psychological services (www.naspweb.org) 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 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. 5) Gustafson & McNamara in Bersoff, pp. 192-196 (Confidentiality) 6) Sullivan et.al in Bersoff, pp. 197-202 7) 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.) 8) School Psych: Bersoff in Bersoff, pp. 299-302. (Note that this also focuses on a testing role.)
<p>Week 15. May 5 - 9. Forensics; licensure; academics/research; Conclusion</p>	<ol style="list-style-type: none"> 1) Review K & K, Chapter 17 (especially pp. 458-474) 2) Optional: Bennett et al., pp. 136-150

Take-home Final due date TBA.

Class requirements and other information:

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 (<http://cyberbear.umt.edu>) to drop courses. For courses dropped by the fifteenth instructional day, no fees are charged and courses are not recorded.
3. Friday, February 14 is the last day to drop, change a section, or change grading options without a drop/add form. 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. There will be no exceptions, so please plan accordingly.
4. Petitions to drop will be granted only in documentable emergency cases. Note that course failure, in and of itself, does not constitute an emergency. There will be no exceptions, so please plan accordingly.
5. 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 examination accommodations are arranged, please advise the professor and confirm the arrangements before each exam.
6. Departmental and University policies regarding Incompletes do not allow changing "Incomplete" grades after one year after an "I" has been granted.
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. The UM Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.