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

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Psychology 630: Ethics, Professional, and Cultural Issues in Psychology

Spring, 2017

Course Information

Tuesday & Thursday 9:30 – 10:50
CPC 121

Instructor Information

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[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. 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.

Primary Textbooks¹:

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

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](#).

¹In prior years, the primary textbook for this course has been 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.

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 (Revised 10/2015). This will be distributed.

Important useful links

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

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

[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.

[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. Thus, Friday, February 10 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.

- 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. There will be no exceptions, so please plan accordingly.
- 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. Make sure cell phones and pagers are turned off (or set to vibrate) during class. Please do not engage in excessive texting or online activity during class; nevertheless, looking something important up and sharing it with the class is still considered cool. 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
<p>Week 1. January 24, 26 Welcome! Introduction and overview. Introduction to ethics in Clinical and School Psychology.</p>	<p>1) Knapp & VandeCreek (K & V), Chapters 1 & 2</p>
<p>Week 2. January 31, February 2 Ethics: History, principles and codes.</p>	<p>1) 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. 2) K & V Chapter 3 3) APA Ethical principles of psychologists and code of conduct (apa.org/ethics/code2002.html). 4) Knapp, Younggren, VandeCreek, Harris, & Martin (KYVHM), pp. 5-30 5) Jordan & Meara in Bersoff (4th Ed. unless otherwise noted), pp. 139-143 5) 6) National Association of School Psychologists (NASP) (2010). Professional conduct manual, principles of professional ethics, and guidelines for the provision of school psychological services 7) Of interest: ASPPB Code of conduct</p>
<p>Week 3. February 7, 9. Laws regarding competence & credentials; informed consent.</p> <p>Special Topic 1: Prescription privileges. Prescription privileges special topics paper (#1) will be due Friday 2/24. 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).</p>	<p>1) K & V, Chapter 4 & 5 2) KYVHM, pp. 62-77 3) Look up relevant sections of the MCA and ARM.</p> <p>Prescription privileges:</p> <p>4) Hayes & Heiby (1996) 5) DeLeon & Wiggins (1996)</p>
<p>Week 4. February 14, 16. The concept of risk management; more about informed consent; confidentiality, privilege, duty to protect.</p>	<p>1) K & V, Chapters 7 & 8 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) Monahan, in Bersoff, pp. 180-186 5) Appelbaum on <i>Tarasoff</i> 6) Relevant sections of the MCA</p>

Dates	Readings
<p>Week 5. February 21, 23. Duty to warn; liability, insurance.</p> <p>Prescription privileges special topics paper (#1) due Friday 2/24.</p>	<p>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</p>
<p>Week 6. February 28, March 2 . Multiple relationships, part 1.</p> <p>First guest consultation about here. (Consultation paper #1 will be due Wednesday, 3/15)</p>	<p>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>
<p>Week 7. March 7, 9. Multiple relationships, part 2 – sexuality and attraction. Rural issues.</p>	<p>1) Pope & Vasquez (2016), Chapter 21 and 22</p> <p>Readings on rural issues to be made available.</p>
<p>Week 8. March 14, 16. Assessment; Release of test data/records;</p> <p>(Consultation paper #1 due Wednesday, 3/15)</p> <p>Second special topic: Aid in dying. (Special topic paper #2 will be due Wednesday, March 29).</p>	<p>1) K & V, Chapter 10; review Chapter 7 2) KYVHM, pp. 151-165 3) APA. (2001). APA’s guidelines for test user qualification: An exec summ. <i>American Psychologist</i>, 56, 1099-1113. 4) 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.) 5) Berndt in Bersoff (3rd), pp. 293-295 6) London & Bray in Bers.(4th), 283-286 For Special topics paper due 10/28: 7) Washington State Psychological Association (WSPA) reading.</p>
<p>Week 9. March 21, 23.</p>	<p>Spring break.</p>
<p>Week 10. March 28, 30. Psychotherapy: Specific therapeutic modalities and difficult clinical situations; science and practice; Evidence Based Practice.</p> <p>(Special topic paper #2, aid in dying, due Wednesday, March 29.)</p> <p>Second guest consultation about here. Consultation paper #2 will be due Wednesday, April 12.</p>	<p>1) K & V, Chapter 11 2) Review: KYVHM, pp. 166-190. 3) Pope & Vasquez (2016) Chapter 18</p>

Dates	Readings
<p>Week 11. April 4, 6. Psychotherapy (cont.) Legal issues; more on record keeping. Ethical conflicts; responding to a complaint.</p>	<ol style="list-style-type: none"> 1) Margolin in Bersoff, pp. 346-353 2) KYVHM, pp. 191-212, especially 203-212 (“Abandonment” / Continuity of Services) 3) APA “Record keeping guidelines” in Bersoff, pp. 536-542 4) APA primers on HIPAA requirements 5) Knapp, Gottlieb, Berman & Handelsman in Bersoff, pp. 109-115
<p>Week 12. April 11, 13. Business issues; managed care systems; the Affordable Care Act and the Patient-Centered Medical Home; technology; the Electronic Health Record.</p> <p>Consultation paper #2 due Wednesday, April 12.</p>	<ol style="list-style-type: none"> 1) K & V, Chapter 12 2) KYVHM, 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.
<p>Week 13. April 18, 20. Topics in diversity.</p> <p>Third guest consultation about here. Consultation paper #3 will be due Wednesday, April 26.</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 Psych</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 Psych.</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) Guidelines for Psychological Practice with Older Adults. (2014). <i>American Psychologist</i>, 69(1), 34-65. 6) Additional materials on psychologists and torture.
<p>Week 14. April 25, 27 Working with children; issues specific to school settings.</p> <p>Consultation paper #3 due Wednesday, April 26.</p> <p>Third special topic: To be announced. Special topic paper #3 will be due Wednesday, May 3.</p>	<ol style="list-style-type: none"> 1) KYVHM, pp. 93-111 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 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.)

Dates	Readings
<p>Week 15. May 2, 4. Forensics; licensure. Academics and research. Wrap-up and conclusions.</p> <p>Special topic paper #3 due Wednesday, May 3.</p>	<p>1) Review K & K, Chapter 17 (especially pp. 458-474) 2) Optional: KYVHM, pp. 136-150</p>
<p>Take-home Final, due date TBA. (Spring, 2017: Tentatively, Wednesday of Finals Week, May 10)</p>	