

Advanced Ethics and Professional Issues
Fall 2011

PSYC 7703
Wednesday 10:00 to 10:50 AM
Garrison Hall 401

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Office Hours: Tuesday 10AM-12PM, Thursday 10-11AM, or by appointment

Required Textbook

No required textbook, there are only readings. Additional readings for the course can be accessed through the Moodle system under the link for this course.

Recommended Textbooks (not required):

Williams-Nickelson, C., Prinstein, M. J., & Keilin, W. (2008). *Internships in psychology: The APAGS workbook for writing successful applications and finding the right fit*. Washington, DC US: American Psychological Association.

Vaughn, T. (Ed.). (2006). *Psychology licensure and certification: What students need to know*. Washington, DC US: American Psychological Association.

Resource Books (not required):

The following are additional resources that provide useful information on ethics and navigating through ethical dilemmas.

Bass, L. J., DeMers, S. T., Ogloff, J. P., Peterson, C., Pettifor, J. L., Reaves, R. P., & ... Tipton, R. M. (1996). *Professional conduct and discipline in psychology*. Washington, DC Montgomery, AL USUS: American Psychological Association.

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

Fisher, C. B. (2012). *Decoding the ethics code: A practical guide for psychologists* (updated 2nd edition). Thousand Oaks, CA: Sage Publications.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed.). New York, NY US: Oxford University Press.

Sales, B. (Ed.), & Folkman, S. (Ed.). (2000). *Ethics in research with human participants*. Washington, DC US: American Psychological Association.

Resource Websites:

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| http://www.apa.org/ethics/ | American Psychological Association Ethics Office |
| http://www.apa.org/practice/ | American Psychological Association Practice Directorate |
| http://www.aaup.org/ | American Association of University Professors |
| http://www.asppb.net/ | Association of State and Provincial Psychology Boards |
| https://www.citiprogram.org/Default.asp | Collaborative Institutional Training Initiative |
| www.cpa.ca | Canadian Psychological Association |
| http://www.hhs.gov/ocr/privacy/ | Health Insurance Portability and Accountability Act of 1996 |
| http://legislature.idaho.gov/idstat/Title54/T54CH23.htm | Idaho Statutes |

Course Description

This is a senior graduate level course designed to review the ethical and professional standards in the field of psychology. This course will emphasize complex ethical dilemmas as well as issues related to professional development.

Course Objectives

Upon completion of this course, students will be able to:

- Engage in ethical decision-making based on ethical principles and codes of conduct for the field of psychology.
- Understand, use, and successfully navigate complex ethical dilemmas under the APA (American Psychological Association) code of ethics
- Be sensitive to ethical issues
- Address ethical issues from a meaningful and reflective decision making process
- Address issues related to professional development and the role of ethics
- Understand licensing and credentialing for the field of psychology

Course Expectations

Active and Engaged Participation

To have a successful and optimal class experience it is important that everyone in the course is engaged and understands the material. A component of ethical decision-making is self-awareness and self-exploration and it is critical to attend class and participate in class discussions. There is a large experiential learning component to this course where information is gained through discussing hypothetical ethical dilemmas and situations.

Vignette Presentations

Students will lead 2 ethical discussions based on a hypothetical vignette. Students will be responsible for providing their classmates with a one-page hypothetical vignette they design representing an ethical dilemma(s) during each of the presentations. Topics will be assigned the first class meeting. The student is responsible for leading an ethical discussion about the violations,

ethical decision making, and possible courses of action. This presentation is meant to be in seminar format and stimulate discussion.

Reflective Writing 1

After reading Turner et al., discuss the role self-care has played in your graduate career to this point. Discuss helpful and not helpful techniques. Discuss how self-care might need to be adapted during internship. This paper should be no more than 2 pages double-spaced. This assignment will be submitted in Moodle.

Reflective Writing 2

Turn in a draft of Essay # 2 (Theoretical Orientation) for your internship application as well as a draft of an example cover letter. The cover letter can be tailored to particular site or generic in nature, it is your choice. This assignment will be submitted in Moodle and we will have an in-class discussion about essays/cover letters.

Grades


Grades will be based on the total points accumulated throughout the semester. Grades will be based on the following percentage scale A (90% - 100%), B (89.9% - 80%), C (79.9% - 70%), D (69.9% - 60%) and F (59.9% or below). Points will be distributed as follows:

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| Participation | 50 points |
| Vignettes (2 – 50 points each) | 100 points |
| Reflective Writing 1 | 25 points |
| Reflective Writing 2 | 50 points |
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| Total Possible Points | 225 points |

Tentative Course Outline

****This syllabus is a tentative plan and schedule for the course. It may be changed during the semester.**** A full reference list of additional readings can be found at the end of the syllabus.

| Week | Date | Topic | Assignments and Readings |
|-------------|-------------|---|---|
| 1 | 8/24 | Introduction of Course and Course Expectations Internship and Post-Doctoral Training | |
| 2 | 8/31 | Competence | Smith et al., 2009 Turner et al., 2005 Reflective Writing 1 due (Moodle) Vignette: Sarah |
| 3 | 9/7 | No Class – Labor Day | |
| 4 | 9/14 | Multiple Relationships and Boundaries | Barnett et al., 2007 |

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| | | | Vignette: Michelle |
| 5 | 9/21 | Couples, Families, and Children | Koocher, 2008 Margolin et al., 2005 Vignette: Jun |
| 6 | 9/28 | Diversity | Hansen et al., 2006 Vignette: Cliff |
| 7 | 10/5 | Privacy, Confidentiality, & Privileged Communication | Brown et al., 2004 Vignette: Michelle |
| 8 | 10/12 | Theoretical Orientation | Reflective Writing 2 due (Moodle) |
| 9 | 10/19 | Psychological Assessment and Court Testimony | Michaels, 2006 Vignette: Cliff |
| 10 | 10/26 | Patients at Risk | Jobes et al., 2008 Vignette: Jenn |
| 11 | 11/2 | Consultation | Masters et al., 2009 Vignette: Jun |
| 12 | 11/9 | Business Aspects | Jenaro et al., 2007 Vignette: Sarah |
| 13 | 11/16 | Supervision | Gottlieb et al., 2007 Vignette: Jenn |
| 14 | 11/23 | No Class- Thanksgiving Holiday  | |
| 15 | 11/30 | Professional Issues: Internship Interviews | |
| 16 | 12/7 | Professional Issues: Licensure and Credentialing | |

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| | 12/12 | Course and Ethical Reflection Monday 10:00-11am | |
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Students with Disabilities

Idaho State University is committed to equal opportunity in education for all students, including those with documented disabilities. If you have a diagnosed disability or if you believe that you have a disability that might require reasonable accommodation in this course, please contact the ADA & Disabilities Resource Center, Room 123, Graveley Hall, Phone No. 282-3599. University policy states that it is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations to ensure equity in grading, experiences, and assignments.

Religious Holidays

Students who miss a class or exam due to observance of a religious holiday (NOT including religious holidays that fall on state holidays or class recesses) will be given the opportunity to make-up any missed work for that day. The make-up work applies only to the day the religious holiday was observed. However, it is the student's responsibility to contact the instructor *no later than the 3rd week of class* to discuss how the work will be made up. Any make-up work must be turned in the following class period from the absence.

Classroom Management Statement

It is the responsibility of each student to behave in a manner, which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment.

Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, ISU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. The complete policy on academic integrity and student code of conduct can be found in ISU policies and procedures (<http://www.isu.edu/references/st.handbook/>)

Additional Reading References

- Barnett, J. E., Lazarus, A. A., Vasquez, M. T., Moorehead-Slaughter, O., & Johnson, W. (2007). Boundary issues and multiple relationships: Fantasy and reality. *Professional Psychology: Research and Practice*, 38, 401-410.
- Brown, R., & Strozier, M. (2004). Resisting abuse at what cost? The impact of mandated reporting laws on the process and content of therapy. *Contemporary Family Therapy: An International Journal*, 26, 45-60.
- Gottlieb, M. C., Robinson, K., & Younggren, J. N. (2007). Multiple relations in supervision: Guidance for administrators, supervisors, and students. *Professional Psychology: Research and Practice*, 38, 241-247.
- Hansen, N., Randazzo, K. V., Schwartz, A., Marshall, M., Kalis, D., Frazier, R., & ... Norvig, G. (2006). Do we practice what we preach? An exploratory survey of multicultural psychotherapy competencies. *Professional Psychology: Research and Practice*, 37, 66-74.
- Jenaro, C., Flores, N., & Arias, B. (2007). Burnout and coping in human service practitioners. *Professional Psychology: Research and Practice*, 38, 80-87.
- Jobes, D. A., Rudd, M. D., Overholser, J. C., & Joiner, T. E. (2008). Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice. *Professional Psychology: Research and Practice*, 39, 405-413.
- Koocher, G. P. (2008). Ethical challenges in mental health services to children and families. *Journal of Clinical Psychology*, 64, 601-612.
- Margolin, G., Chien, D., Duman, S. E., Fauchier, A., Gordis, E. B., Oliver, P. H., & ... Vickerman, K. A. (2005). Ethical Issues in Couple and Family Research. *Journal of Family Psychology*, 19, 157-167.
- Masters, K. S., France, C. R., & Thorn, B. E. (2009). Enhancing preparation among entry-level clinical health psychologists: Recommendations for "best practices" from the first meeting of the Council of Clinical Health Psychology Training Programs (CCHPTP). *Training and Education in Professional Psychology*, 3, 193-201.
- Michaels, M. H. (2006). Ethical considerations in writing psychological assessment reports. *Journal of Clinical Psychology*, 62, 47-58.
- Smith, P. L. & Moss, S. B. (2009). Psychological impairment: What it is, how can it be prevented, and what can be done to address it? *Clinical Psychology: Science and Practice*, 16, 1-15.
- Turner, J. A., Edwards, L. M., Eicken, I. M., Yokoyama, K., Castro, J. R., Tran, A., & Haggins, K. L. (2005). Intern Self-Care: An Exploratory Study Into Strategy Use and Effectiveness. *Professional Psychology: Research and Practice*, 36, 674-680.

