

PSY 6260/7260
Professional and Ethical Issues
Fall 2013

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Office: University Hall, Room 1880b
Class Hours: Mondays 1-3 30, Uhall 1840
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Required Text:

Lilienfeld, S O & O'Donohue, W T (2012)), *Great readings in clinical science
Essential selections for mental health professionals* Boston, MA Pearson

Objectives of Course:

This course is intended to provide you with an introduction to the information you need to develop the skills for ethical decision-making and ethical practice across the contexts in which clinical psychologists function. It is not intended to be an exhaustive review of all of the knowledge required for ethical practice but rather an introduction that enables you to develop increased awareness of the ethical implications of your behavior and the need to seek further information and consultation as the need arises. This course is not intended to be a forum for you to "report" on others but is rather a time for you to reflect on your own behavior and how you want to proceed as a developing professional [Please be aware that APA ethical guidelines suggest that you address ethical concerns first directly with the psychologist's whose behavior you are questioning]

By the completion of the course you should be able to

- 1 Identify issues related to ethical practice with patients, including adults, children, and vulnerable and diverse populations.
- 2 Identify issues related to ethical practice in the classroom
- 3 Identify issues related to ethical research practices
- 4 Identify and describe safeguards to unethical behavior
- 5 Describe the principles that you would use to make ethical decisions and apply this principles to concrete examples to arrive at and support a course of action

Attendance and Class Preparation Policy

Attendance and active participation is expected (See requirements and grading) Active participation is defined as making contributions that demonstrate that you have completed the readings and thought about them and that you have been able to integrate the readings with your broader knowledge of the field of psychology. This means that you also need to be able to provide a rationale for your comments beyond personal feeling or interest

Requirements and Grading:

Students are expected to attend all courses or provide documentation for an excusable absence. Active participation is also required (see above). A take-home midterm and final will be distributed with specific requirements. Also, all students will be responsible for emailing the entire class (including me) a minimum of two questions related to each week's readings (with the exception of classes facilitated by students) no later than 5 pm the Sunday before class. Last, each student will be responsible for choosing a topic not already covered in the syllabus and presenting to the class on that topic. Topics must be approved by the instructor by November 1st.

Your grade will be calculated as follows

20% Class participation (quality not just quantity)

10% Discussion Facilitator

10% Weekly questions (grades will be based on timely completion and quality of questions)

30% Midterm

30% Final Exam

Academic Honesty

From UT policy #3364-77-01 (Graduate Student Academic Dishonesty) Examples of academic dishonesty include, but are not limited to

(1) Plagiarism, which is representing the words, ideas, or information of another person as one's own and not offering proper documentation

(2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination

(3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination

(4) Communicating during an examination in any manner with any unauthorized materials inside or outside of the examination room during the course of an examination

(5) Giving or receiving substantive aid during the course of an examination

(6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period

(7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination

(8) Submitting the same written work to fulfill the requirements for more than one course

Instances of academic dishonesty will result in an F for the assignment or the course, depending on the seriousness of the offense. Appeals must follow appropriate appeal procedures.

Please note, that you may use the readings below (as well as any additional readings you seek out) to complete all assignments, including the midterm and final exam. However, you MAY not consult with any other students (in the class or not) or faculty when completing exams or developing your weekly questions. You MAY consult with other students (in the class only) when preparing to facilitate a class discussion – you may not consult with other faculty – with the obvious exception of me. If you have any questions about whether something you want to do is consistent with these guides

please do not hesitate to contact me BEFORE you do anything that could jeopardize your grade, academic standing, and your academic reputation

COURSE SCHEDULE

August 19th

Introduction to course and discussion of course goals

August 26th

Ethical code available at <http://www.apa.org/ethics/code/index.aspx>

O'Donohue, W & Henderson, D (2012) Epistemic and ethical duties in clinical decision-making, In S O Lilienfeld & W T O'Donohue (eds), *Great readings in clinical science Essential selections for mental health professionals*, (pp 51-57) Boston, MA Pearson [L & O, Chapter 8]

Gambrill, E (2012) Ethics, science and the helping professions A conversation with Robin Dawes In S O Lilienfeld & W T O'Donohue (eds), *Great readings in clinical science Essential selections for mental health professionals*, (pp 58-65) Boston, MA Pearson [L & O, Chapter 9]

September 2nd – NO CLASS – UNIVERSITY HOLIDAY

September 9th

Arkes, H R (2012) Impediments to accurate clinical judgment and possible ways to minimize their impact In S O Lilienfeld & W T O'Donohue (eds), *Great readings in clinical science Essential selections for mental health professionals*, (pp 76-81) Boston, MA Pearson [L & O, Chapter 11]

Dawes, R M , Faust, D , & Meehl, P E (2012) Clinical versus actuarial judgment In S O Lilienfeld & W T O'Donohue (eds), *Great readings in clinical science Essential selections for mental health professionals*, (pp 89-96) Boston, MA Pearson [L & O, Chapter 13]

Augustine, N (1998) What we don't know does hurt us How scientific illiteracy hobbles society *Science* 279, 1640-1641

September 16th

Donner, M B , VandeCreek, L , Gonsiorek, J C , & Fisher, C B (2008) Balancing confidentiality Protecting privacy and protecting the public *Professional Psychology Research & Practice*, 39, 369-376

Drogin, E Y , Connell, M , Foote, W E , & Sturm, C A (2010) The American Psychological Association's Revised "Record Keeping Guidelines" Implications for the Practitioner *Professional Psychology Research & Practice*, 41, 236-243

Richards, M M (2009) Electronic medical records Confidentiality issues in the time of HIPAA *Professional Psychology Research & Practice*, 40, 550-556

September 23rd

- Younggren, J N , & Gottlieb, M C (2004). Managing risk when contemplating multiple relationships *Professional Psychology Research & Practice*, 35, 255-260
- Ivey, L D & Doenges, T (in press) Resolving the dilemma of multiple relationships for primary care behavioral health providers *Professional Psychology Research & Practice*
- Lannin, D G, & Scott, N A (2013) *Social networking ethics: Developing best practices for the new world Professional Psychology Research & Practice*, 44, 135-141

September 30th– NO CLASS – UNIVERSITY HOLIDAY

October 7th

- Cornish, J A E , Gorgens, K A , Monson, S P , Olkin, R , Palombi, B J , & Abels, A V (2008) Perspectives on ethical practice with people who have disabilities *Professional Psychology Research & Practice*, 39, 488-497
- Lyons, H Z , Bieschke, K J , Dendy, A K , Worthington, R L , & Georgemiller, R (2010) Psychologists' competence to treat lesbian, gay and bisexual clients State of the field and strategies for improvement *Professional Psychology Research & Practice*, 41, 424-434
- Pedrotti, J T , Edwards, L M , & Lopez, S J (2008) Working with multiracial clients in therapy Bridging theory, research & practice *Professional Psychology Research & Practice*, 39, 192-201

October 14th

- Weller, A C (2001) Peer review Do studies prove its effectiveness? *The Scientist*, 15 (21), 39
- Rosenthal, R A (1994) Science and ethics in conducting, analyzing, and reporting psychological research, *Psychological Science*, 5, 127-134

Midterm Exam Due by October 18th at 5pm.

October 21st

- APA (2009) Guidelines for child custody evaluations in family law proceedings *American Psychologist*, 65, 863-867
- Patten, C , Barnett, T , & Houlihan, D. (1991) Ethics in marital and family therapy A review of the literature *Professional Psychology Research & Practice*, 22, 171-175

October 28th

- Bruck, M & Ceci, S J (2013) Expert testimony in a child sex abuse case Translating memory development research, *Memory*, 21, 556-565
- Zajac ,R , Garry, M , London, K , Goodyear-Smith, F & Hayne, H (2013) Misconceptions about childhood sexual abuse and child witnesses Implications for psychological experts in the courtroom, *Memory*, DOI 10.1080/09658211.2013.778287

November 4th

Student Presentation – Topics to be determined

November 11th – NO CLASS – UNIVERSITY HOLIDAY

November 18th

Student Presentation – Topics to be determined

November 25th – NO CLASS – INSTRUCTOR AT CONFERENCE

December 2nd

Student Presentation – Topics to be determined

Final Exam Due

