

Professional and Ethical Issues

The University of Toledo
College of Arts and Letters
Department of Psychology

PSY 6260
Fall, 2018
University Hall 1610
9:30 am - 12:15 pm Tuesdays

Contact Information

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Outside of speaking with me face-to-face, email is the best way to reach me. Please allow up to 24 hours for a reply during business days.

Office location: University Hall, Room 1880A

Office hours: Tuesday: 12:20 – 12:50, 2:15 - 4; Thursday: 11:55-12:55, 2:15-4. Also by appointment.

Course Catalog Description

Exploration of ethical and professional issues faced by clinical psychologists. Detailed analysis of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

Course Overview

The purpose of *Professional and Ethical Issues* is to provide a sound foundation of knowledge pertaining to psychological ethics that will be receptive to revision and adjustment over the length of a career in psychology. Thus, it will be necessary to internalize relevant ethical principles and standards. At the same time, we will engage in the analysis of ethically challenging situations to begin the career-long process of clarifying and refining ethical practice. We will review the historical foundations and development of the ethics code, and consider how it currently addresses issues of diversity and ethical concerns in our diverse society. As our readings and discussions will reveal, a rigid application of ethical principles and standards, without regard for context, may not appropriately guide our behavior in many ambiguous situations. It is also important to keep in mind that we need not be alone when weighing ethical issues, and this course should model how consultations pertaining to ethics may be conducted. The overarching theme that I hope to convey is that ethics codes have value in guiding our behavior as psychologists and serve a crucial role in protecting all parties involved, including us, our profession, and those with whom we interact.

Required Readings

Fisher, C. B. (2017). *Decoding the Ethics Code: A Practical Guide for Psychologists, Fourth Edition*. Los Angeles: Sage.

APA Ethical Principles of Psychologists and Code of Conduct, which may be downloaded here: <http://www.apa.org/ethics/code/principles.pdf>

Primary source journal articles will be assigned throughout the course on the basis of class discussion. A maximum of 3 articles will be assigned weekly, in consultation with the class. A tentative list of journal articles may be viewed in the References at the end of this syllabus. These references may be added to and otherwise amended as the course proceeds. Any changes will be posted to Blackboard at the end of the semester.

Prerequisite

None

Course Goals

By the end of the semester, you should be better able to:

- Know the APA Ethics Code and associated ethical principles and standards
- Consider ethical issues from multiple perspectives, with potentially competing evidence
- Understand the relevance and importance of ethics codes in guiding behavior and protecting involved parties



Learning Outcomes

Based on these course goals, the desired learning outcomes include:

- Demonstrate knowledge of the APA Ethics Code and associated ethical principles and standards
- Apply sound decision-making processes to ethical issues
- Analyze and identify relevant ethical concerns and specific steps that may be taken to address these concerns
- Engage in collegial and supportive discussion and consultation around ethical questions



Grading

The grading of this course will be based on the extent to which the learning outcomes have been achieved. The modalities that will be used to achieve an estimate of the learning outcomes will include:

(1) A midterm exam and final exam. Both exams will be short answer and essay format. Each exam is worth 25% of the final grade.

(2) Ongoing class participation and substantive contribution to class discussion on ethical issues. Worth 25% of final grade.

(3) Group presentations of one or two case studies (to be determined in class) drawn from Appendix A of DEC. Worth 25% of final grade.

Letter	Points
A	92-100%
A-	90-91%
B+	87-89%
B	82-86%
B-	80-81%
C+	77-79%
C	72-76%
C-	70-71%
D+	67-69%
D	62-66%
D-	60-61%
F	below 60%

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#).

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

Course Schedule and Required Readings

Date	Topic
Aug. 28	Introduction and syllabus
Sep. 4	History and structure of the Ethics Code DEC: Chapter 1
Sep. 11	Ethics code basics DEC: Chapter 2
Sep. 18	Ethical decision making DEC: Chapter 3
Sep. 25	Resolving ethical issues DEC: Chapter 4
Oct. 2	Competence DEC: Chapter 5
Oct. 9	Human relations and diversity DEC: Chapter 6

Oct. 16	Midterm Exam
Oct. 23	Privacy and confidentiality DEC: Chapter 7
Oct. 30	Public statements, record keeping, fees DEC: Chapters 8 & 9
Nov. 6	Education, training, research, and publication DEC: Chapters 10 & 11
Nov. 13	Assessment DEC: Chapter 12
Nov. 20	Therapy DEC: Chapter 13
Nov. 27	Group Presentations
Dec. 4	Group Presentations
Dec. 11	Final Exam

References

- American Psychological Association (2013). *Guidelines for the practice of telepsychology*. Retrieved from <http://www.apapracticecentral.org/ce/guidelines/telepsychology-guidelines.pdf>
- Barlow, D. H. (2010). Negative effects from psychological treatments: a perspective. *American psychologist, 65*(1), 13-20.
- Begley, A. M. (2006). Facilitating the development of moral insight in practice: teaching ethics and teaching virtue. *Nursing Philosophy, 7*(4), 257-265.
- Fisher, C. B., & Younggren, J. N. (1997). The value and utility of the 1992 ethics code. *Professional Psychology: Research and Practice, 28*(6), 582-592.
- Flanagan, J. C. (1954). The critical incident technique. *Psychological bulletin, 51*(4), 327-358.
- Fowers, B. J., & Davidov, B. J. (2006). The virtue of multiculturalism. *American Psychologist, 61*(6), 581-594.
- Handelsman, M. M., Gottlieb, M. C., & Knapp, S. (2005). Training ethical psychologists: an acculturation model. *Professional Psychology: Research and Practice, 36*(1), 59-65.

- Kangas, J. L., & Calvert, J. D. (2014). Ethical issues in mental health background checks for firearm ownership. *Professional psychology: research and practice, 45*(1), 76-83.
- Knapp, S., VandeCreek, L. D., Handelsman, M. M., & Gottlieb, M. (2013). Professional decisions and behaviors on the ethical rim. *Professional Psychology: Research and Practice, 44*(6), 378-383.
- Moffet, L. A., Becker, C. J., & Patton, R. G. (2014). Fostering the ethical sensitivity of beginning clinicians. *Training and Education in Professional Psychology, 8*(4), 229-235.
- Olivieri, N. F. (2003). Patients' health or company profits? The commercialisation of academic research. *Science and Engineering Ethics, 9*(1), 29-41.
- Palma, T. V., & Iannelli, R. J. (2002). Therapeutic reactivity to confidentiality with HIV positive clients: Bias or epidemiology?. *Ethics & behavior, 12*(4), 353-370.
- Rudd, M. D., Joiner, T., Brown, G. K., Cukrowicz, K., Jobes, D. A., Silverman, M., & Cordero, L. (2009). Informed consent with suicidal patients: Rethinking risks in (and out of) treatment. *Psychotherapy: Theory, Research, Practice, Training, 46*(4), 459-468.
- Schultz, D. S., & Loving, J. L. (2012). Challenges since Wikipedia: The availability of Rorschach information online and Internet users' reactions to online media coverage of the Rorschach–Wikipedia debate. *Journal of personality assessment, 94*(1), 73-81.
- Wise, E. H., & Cellucci, T. (2014). Using the ethical context to enhance practicum training. *Training and Education in Professional Psychology, 8*(4), 221-228.