COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology (EDP)
COURSE: EDP 7520—Ethics & Professional Standards for Psychologists
REF #/SECTION 31673 /901 (2016 reference code)
COURSE CREDIT: 3 Semester Hours
TERM/YEAR: Summer session 2016 (2017 dates)
COURSE LOCATION: arranged and Online
DAY/TIME:
INSTRUCTOR: Francesca Pernice-Duca, Ph.D.
TELEPHONE: Office: 313-577-1718
Cell: 248-217-7396
E-MAIL: francescapernice@wayne.edu
OFFICE HOURS: by appointment

COURSE DESCRIPTION:
An overview of scientific and professional ethics and standards related to the practice of psychology.

OBJECTIVES
This course is an overview of the scientific and professional standards in the practice of psychology. The course will also include an introduction to the field of Counseling Psychology, Couples and Family Therapy.

1. Students will know APA ethics, apply them to their lives as professionals.
2. Students will be introduced to the American Association of Marital and Family Therapy (AAMFT), code of ethics and special topics as they apply to working with relationships.
3. Students will apply problem-solving approaches to ethical dilemmas.
4. Students will review the Michigan Mental Health code as it pertains to the practice of psychology (including Federal regulations known as HIPAA).
5. Students will understand child welfare and protection laws regarding treatment issues, mandated reporting, and legal rights.
6. Students will understand consumer mental health rights in the state of Michigan and learn about the concept of recovery from mental illness within the context of social justice and ethics.
7. Students will understand the overall field of counseling psychology, its mission and professional identity.
REQUIRED TEXTS


2. Handbook of Counseling Psychology 4th Ed., S.D. Brown & R.W. Lent (Eds.) 2008. To save on book costs, I have ordered an online version for you to access through our library system. Here is the persistent link. It will also be available on Blackboard
   http://www.wayne.eblib.com.proxy.lib.wayne.edu/patron/FullRecord.aspx?p=353400&echo=1&userid=%2frC%2bWbKS8Wc%3d&tstamp=1363111264&id=0AB7B2A18BF6631BC20F3917B14A2A3D8C7D08D0
   This books allows for unlimited simultaneous users. EBL allows users only to print 20% of a book's content (does not have to be consecutive pages). Only 5% of the book can be copied and pasted. The EBL system tracks this After 10 minutes, the system will ask the student to "check out" the book.

3. Case Studies will be assigned through

Additional Readings


5. Additional Readings as assigned through Blackboard

Resources:
HTTP://ELIBRARY.WAYNE.EDU/RECORD=B5057036~S47

LEARNING AND TEACHING OBJECTIVES OF ETHICS
HTTP://SITE.EBRARY.COM.PROXY.LIB.WAYNE.EDU/LIB/WAYNE/DETAIL.ACTION?DOCID=10630553

Experts in ethics education typically agree that students need to develop their skills in the following areas (from C.B. Fisher, 2012).

- **Sensitivity** to ethical issues, or the awareness of the needs of others and that there is an ethical point of view;
- **Recognition** of ethical issues or the ability to see the ethical implications of specific situations and choices;
- **Ability** to analyze and critically evaluate ethical dilemmas, including an understanding of competing values, and the ability to scrutinize options for resolution
- **Ethical responsibility**, or the ability to make a decision and take action;
- **Tolerance for ambiguity**, or the recognition that there may be no single ideal solution to ethically problematic situations.
ONLINE COURSE REQUIREMENT

This course will also utilize Blackboard Academic Suite™ to communicate course information, post lecture materials, monitor grades, and complete assignments, and participate in discussions. Please be sure you have access to utilize online resources for this course.

CLASS ASSIGNMENTS AND ASSESSMENTS

(1) Multiple Choice and Case Studies. I incorporate multiple methods of assessment of student performance to help us get to our goal. There will be exams and class discussions focused on identifying and resolving ethical and legal dilemmas. The exam questions will be drawn from the text, lecture, and required reading materials and will consist of higher order multiple choice (MCQ) and open-ended response questions that require you to demonstrate a model of ethical decision making. You will complete a take home exams consisting of ethical dilemmas that require type-written short answer responses to questions. Points will be based on the number of items per exam.

(2) Self of the Therapist (20 pts). You are about to embark on a journey that will challenge you to reflect on the self and the professional self in the field of professional psychology. As part of your journey, you will write one paper—but part of it will be started in the beginning of this course (Part 1). You will return to complete Part 2 at the end of the course.

It’s important that you know that you do NOT need to self-disclose personal information that you don’t want to. (See the APA Ethics Code, Standard 7.04.)

Instructions. Reflect on each question as to the person you are now, coming into this program and field. Take a few moments and think about your background, your values, your notions of ethics and psychology. In your paper, address the following questions:

My Background
1. What exposure have you had to the field?
2. What are some experiences you have had that have led you to choose this path?
3. Why did you initially choose to enter this field?

My Values and Sense of Ethics
4. What is your idea of right and wrong professional behavior?
5. Where does your conception of right and wrong professional behavior come from?
6. What are some blind spots you may have? Think about some things that may make it difficult for you to see a potential ethical dilemma, or something that is right or wrong, or what might be some challenges you may experience in evaluating ethical issues that arise in the profession? For example, some may feel ‘courage’ to make the right decision may be challenging given difficult consequences, other may report ‘confidence’.
7. In reading about the role and profession of Counseling Psychology and professional psychology, what aspects of the field are most compatible with who you are as a person, and which aspects are least compatible?

8. How do the principles of integrity, Fidelity and Responsibility, and Justice describe you as the professional self?

(3) Case analysis: Ethics Subcommittees (10pts). You will be asked to participate in class case discussions found in the Fisher’s text, Appendix B (p. 354) as well as those brought to class by the professor. We will read the case use class time to analyze and discuss with peers groups. We will follow the format outlined by Fisher (2017).

a. Description. Briefly describe the dilemma, identify the key facts, and end with a sentence that explains why this is an ethical dilemma

b. Stakeholders. Identify the key stakeholders in the problem and their perspectives

c. Ethical standards. Identify the major ethical standards that must be considered in the resolution of this dilemma (indicate the # and title of the standard, do not include the text of the standard in the essay) and why these standards are relevant

d. Alternatives. Generate an alternative solutions to the problem and explain how the solutions are based upon consideration of APA Ethical Principles and Standards

e. Constraints. Identify relevant practical and legal constraints on a solution

f. Solution & Justification. Recommend an ethical course of action and provide an ethical justification for your decision.

g. Monitoring. Describe how you will monitor the course of action selected.

EVALUATION OF PROGRESS

In this course, you will be evaluated on your mastery in:
1) basic knowledge of the ethical standards of the profession
2) understanding the basic tenets of the field of Counseling Psychology
3) ability to develop critical thinking and analysis skills for ethical dilemmas
4) decision making approach to ethical and professional issues.

Different grading formats will be used in determining progress. Assessing mastery of professional standards can be accomplished by a traditionally graded examination in which
students must demonstrate, for example, which practices are ethically acceptable versus which are in violation of ethical standard given a set of parameters or a hypothetical scenario.

**Grading Scale**
The following grading scale will be applied based on the total number of points accumulated by the semester end:

- **A** 96% +
- **A-** 90-95%
- **B+** 87-89%
- **B** 83-86%
- **B-** 80-82%
- **C** 79% and lower

**Academic Dishonesty**
No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, it is solely your responsibility to read the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

**Students with Disabilities**
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Student Disability Services (SDS) at 313-577-1851. SDS is located at 1600 David Adamany Undergraduate Library. EAS Telephone Numbers: VOICE (313) 577-1851 or TDD (313) 577-3365 or contact Marianne Balton at mbalton@wayne.edu

**Professional Behavior**
Consistent with APA's ethics and the University’s Student Code of Conduct, you are expected to maintain good conduct in all the areas of professional work behavior. You will be evaluated on these throughout the program by department faculty. Because these skills (listed below) are
critical to the development of successful psychology practitioners, problems in these areas will be noted in your file and may require intervention by a faculty member or the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability
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| 1    | TR 6/29| Introduction to Psychology Ethics: Preamble, General Principles Values and Who we are | **APA CODE of ETHICS**
**Professional Ethics Overview**

APA Preamble section

Walsh (2015). Introduction to Ethics in Psychology: Historical and Philosophical Grounding

**Text: Brown & Lent ONLINE TEXT**
Ch. 1: Legal and Ethical Issues Affecting Counseling Psychologists
Ch. 3: Technological advances

Answer and submit via Blackboard

1. Summarize each chapter in the Brown and Lent book with key “take aways” - what do you want to know and share with others about what you read.
2. 1 page each.

| 2-3  | TR 7/6 | Pick 2 chapters each week and write a ‘take away’ summary. 1) What is the point of the chapter? 2) What are key issues you took away? 3) How will this help you? | **Text: Brown & Lent ONLINE TEXT**
Ch. 4: Social Justice
Ch. 6: Positive psychology
Ch. 11: Psychology of Gender
Ch. 13: Sexual Orientation
Ch. 15: Common Factors
Ch. 17: Facilitating Insight
Ch. 21: Vocational psychology

1. Summarize each chapter in the Brown and Lent book with key “take aways” - what do you want to know and share with others about what you read.

1-2 page for each chapter single spaced. Email to me on Friday of each week. Subject line: name and chapter |
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<td>3-4</td>
<td>T 7/11</td>
<td>Part II: Enforceable Standards</td>
<td><strong>Text: Fisher</strong>&lt;br&gt;Ch 1: A Code of ethics for psychology&lt;br&gt;Ch 2: Intro to Applicability Section&lt;br&gt;Ch 3: The APA Ethics Code and Decision Making&lt;br&gt;Ch 4: Resolving Ethical Issues (Standard 1.0)&lt;br&gt;Ch. 5 Competence (Standard 2.0)&lt;br&gt;&lt;br&gt;<strong>Online Reading:</strong>&lt;br&gt;On being an ethical psychologist&lt;br&gt;<a href="http://www.apa.org/monitor/julaug05/ethics.html">http://www.apa.org/monitor/julaug05/ethics.html</a></td>
<td>Case Analysis Fisher Text&lt;br&gt;Case 1 (p. 354)&lt;br&gt;Dr. Romaro Questions 1, 2, 3, 5, 6 (identify ethical theory)&lt;br&gt;&lt;br&gt;Email to me by Friday of each week</td>
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<td>4-5</td>
<td>TR 7/13</td>
<td>Part II: Enforceable Standards&lt;br&gt;HIPAA Standards&lt;br&gt;Confidentiality vs. Privacy&lt;br&gt;Privileged Communications&lt;br&gt;Public Statements</td>
<td><strong>Text: Fisher</strong>&lt;br&gt;Ch.6 Human Relations (Standard 3.0)&lt;br&gt;Ch.7 Standards on Privacy and Confidentiality (Standard 4.0)&lt;br&gt;Ch. 8 Standards on Advertising and Other Public Statements (Standard 5.0)&lt;br&gt;&lt;br&gt;<strong>Ethics &amp; the Internet</strong>&lt;br&gt;<a href="http://www.apa.org/monitor/2008/07-08/ethics.html">http://www.apa.org/monitor/2008/07-08/ethics.html</a>&lt;br&gt;&lt;br&gt;<strong>Minors and confidentiality</strong>&lt;br&gt;<a href="http://www.apa.org/monitor/dec05/ethics.aspx">http://www.apa.org/monitor/dec05/ethics.aspx</a></td>
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<td>5-6</td>
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<td>RECORD KEEPING GUIDELINES</td>
<td>Ch. 9 Standards on Record Keeping (Std. 6.0)</td>
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<td>Record Keeping Guidelines(pdf)- click to read</td>
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<td>Ch.10 Standards on Education and Training (Standard 7.0)- online lecture and reading</td>
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<td>Ch. 11 Standards on Research and Publication (Standard 8.0)- online lecture and reading</td>
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<td>Suicide, Homicide, Duty of Care, Duty to Protect, and Contagious Diseases</td>
<td>1) Duty to Protect the landmark Tarasoff case OVERVIEW</td>
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<td>2) Risk Assessment and the Duty to Protect in Cases Involving Intimate Partner Violence</td>
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<td>3) Jobes &amp; S’O’Conner (2009). The duty to protect suicidal clients: Ethical, legal, and professional considerations.</td>
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<td>4) Truscott &amp; Evans (2009). Protecting others from homicide and serious harm.</td>
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<td>6) Walsh (2009). Strategies for responding to self-injury: When does the duty to protect apply?</td>
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<td>8</td>
<td>TR 7/28</td>
<td>Working with Systems (Families, organizations, and agencies)</td>
<td>Unique Ethical considerations working with Couples (Readings assigned in Blackboard)</td>
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<td>Roles in the Legal System</td>
<td>For example....</td>
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<td>Family Law</td>
<td>1. In what ways are the foundational ethical standards unique for the practice of systemic therapy?</td>
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<td>2. How much concerted effort or pressure can therapists exert in convening all significant familial members or extra familial members for therapy sessions?</td>
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<td>Readings in Family Law</td>
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<td>Ethics American Association of Couple and Family Therapists [<a href="http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx">http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx</a>](<a href="http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx">http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx</a>)</td>
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<td>Part IV: Legal &amp; Professional Issues</td>
<td><strong>Case Analysis</strong></td>
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<td>Child Welfare</td>
<td><strong>Review following Documents:</strong></td>
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<td>Mandated Reporting Handbook</td>
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