

**+PSY 541-001**  
**Professional Issues and Ethics in Psychology**  
**Winter 2021**

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Office Hours:	MWRF 12:00 pm to 1:00pm	Class Time:	MTWRF 9:00 am to 12:00 pm
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Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

**Required Texts:**

American Psychological Association (2010). Ethical principles of psychologists and code of conduct. Retrieved from [www.apa.org](http://www.apa.org).

Bennett, B. E., Bricklin, P. M., Harris, E., Knapp, S., VandeCreek, L., & Younggren, J. N. (2006). *Assessing and managing risk in psychological practice: An individualized approach*. Rockville, MD: The Trust.

**Recommended Text:**

Cohen, E. D., & Cohen, G. S. (2003). *The virtuous therapist: Ethical practice of counseling and psychotherapy*. Belmont, CA: Wadsworth.

Students will also need to acquire copies of the Code of Ethics from the American Psychological Association, the American Counseling Association and the National Association of School Psychologists.

**Objectives of the course:** As a result of participating in this class students will:

1) develop an understanding of the APA Ethics Code;

2) develop an ability to think through ethical dilemmas by applying appropriate ethical and legal standards to the dilemma,

3) develop an understanding of how ethics and legal guidelines guide the practice of psychology,

4) continue to develop an understanding of how culture and ethnicity impact the practice of psychology; and

5) develop an understanding of other codes of ethical conduct, such as ACA and NASP, that will affect students' practice.

**Evaluation:** Grades for the class will be calculated from the percentage of points earned out of the 250 possible. The following percentages of total points will be used to determine grades: >92.5 = A, 92.49-84.5 = B, 84.49-75.5 = C, 75.45-69.5 = D, < 69.5 = F. This means that 250-231 points = A, 230-211 points = B, 210-188 points = C, 187-173 points = D, <172 points = F.

### **Required Activities/ Sources of Points:**

(1) **Class Participation.** Students are expected to appropriately participate in the daily class discussion. Appropriate participation will be demonstrated by showing knowledge of the appropriate ethical guidelines that apply to a given situation and applying them appropriately. Class participation will also encompass completing any in-class activity. Students can earn up to 20 points (2 points per day; about 8% of the grade) for class participation during the first two weeks of class.

(2) **Class Attendance.** Students will earn up to 20 points (about 8%) simply for attending class for the first two weeks of class. This means that, though I am loathe to, I will have to take attendance each class period.

(3) **Presentation Attendance.** Students will earn up to 20 points (about 8%) for attending the presentations during the final week of class.

(4) **Reaction Papers.** There will be reaction papers due throughout the course. Students can earn up to 30 (about 12%) points for the reaction papers.

(5) **Exam.** There will be one exam over the APA Ethics code. Students will have to pass the exam at 80% proficiency. Students who do not pass the exam at that level will be required to re-take the exam. Students' percentage on the exam will be counted in their grade, though the exam itself only counts as 100 points (about 38% of the grade). Students' grades will be calculated as the average of their first score and their final score (i.e., if Justin Thyme scored 70 on the first time he took the exam and 90 on the final time, the score that would count as his grade would be 80).

(6) **Presentation.** Each student will be required to make a presentation on one of the topics listed below. The presentations will be worth 60 points (25% of the grade). Presentations are expected to be equivalent to a continuing education workshop, and are expected to last 50 minutes.

(7) There may be opportunities to earn up to 10 points or 4% **Extra Credit** during the course by participating in research projects or other appropriate activities. These opportunities will be at the discretion of the instructor. These opportunities will be discussed further in class.

**Reaction Papers:** The Reaction Papers will be a reaction by the student to the discussion for the class period. Length for each paper will be specified, and deviations will be penalized. The specific guidelines will be addressed in class, but, in general, the reaction papers will include a section on the topic of discussion, the group consensus, the student's reaction to the consensus, and any dissenting opinion comments the student has. These papers are very much "think pieces" and will be graded as such.

Reaction Papers will be due at the beginning of the subsequent class period. No late papers will be accepted.

**Presentations:** The presentations should be professional presentations styled after a workshop or continuing education seminar. Students will each select one topic area from the list provided below. It is possible to present on other topics, but students need to clear this with Dr. Grieve ahead of time. This will allow students to learn about a topic area in more detail. Grades will be based on content (36 points) and oral presentation ability (24 points).

Presenters are expected to provide readings and handouts for the class. These are due to other class members and Dr. Grieve at least 24 hours prior to the class meeting time. In addition, presenters must create one take-home question based on the presentation and readings. This take-home question should be able to be answered in at least one page of double-spaced text. It must be given to Dr. Grieve the night before the scheduled presentation.

**Students will need to meet with Dr. Grieve during the second week of class to discuss the outline for their presentation.** These meetings will be brief and take place following class time.

**Class Format:** We will cover a number of topics in class. This will usually take the form of group discussion, which means that students need to arrive at class having read the assigned readings for that day.

### APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

We will cover the following topics (with associated readings) in this class. I reserve the right to add readings to the reading list as I discover them.

Date	Topic	Readings
12/27/21	Intro to the class; APA Ethics Code General Principles, Standard 4: Privacy and Confidentiality	Bennett et al. Sec. 1 Bush, 2019 Dixon & Mahaffey, 2015 Hayes, 1998 Jennings et al., 2005 Novotney, 2020
12/28/21	Risk Management, Ethics, and Virtue; APA Ethics Code Standard 2: Competence, Standard 5: Advertising and Other Public Statements	APA 2014 Bennett et al. Sec. 2 Cohen & Cohen Ch.1 Ethics Rounds #10 Ethics Rounds #13 Tjeltveit, 2004
12/29/21	Ethical Systems/ Resolving Ethical Dilemmas/Dual Relationships APA Ethics Code Standard 1: Resolving Ethical Issues; Standard 3: Human Relations	Bennett et al. Sec 3 Ch 1 Bennett et al. Sec 3 Ch 2 Berg (2020) Ethics Rounds #1 Ethics Rounds #3 Ethics Rounds #4 Johnson et al., 2012 Moleski & Kiselica, 2005 Pipes et al., 2005 Rogerson et al., 2011 Tjeltveit & Gottlieb, 2012
12/30/21	Confidentiality & Record Keeping APA Ethics Code Standard 6: Record Keeping and Fees, Standard 7: Education and Training	APA, 2007 Bennett et al. Sec 3 Ch 4 Bersoff, 2014 Ethics Rounds #8 Sturm, 2012
12/31/21	Research Ethics/ HSRB APA Ethics Code Standard 8: Research and Publication	Blecker-Blease & Freyd, 2006 Ethically Speaking #1 Kazdin, 2011 Pentz et al., 2007 Price, 2010 Siebert & Levine, 2004
1/3/22	Therapy & Assessment APA Ethics Code Standard 9: Assessment, Standard 10: Therapy	APAPO, 2015 Barlow, 2010 Bennett et al. Sec 3 Ch 3 Bennett et al Sec 3 Ch 6 Beutler, 2009 Davis & Hayes, 2012 Dimidjian & Hollon, 2010 Eriksen & Kress, 2008 Heck et al., 2013 Hermann & Herlihy, 2006 Lee, 2017 Myers, 2016 Schwartz & Feisthamel, 2009 Weir, 2018

1/4/22	Professional Issues Part 1	APA, 2005 APA, 2012 APA 2017 APA Committee on Legal Issues, 2016 Bennett et al. Sec 3 Ch5 Bennett et al. Sec 3 Ch8 Bennett et al. Sec 3 Ch 9 Bennett et al. Sec 3 Ch 11 Braun & Cox, 2005 Clay, 2011 Clay, 2017 Ethics Rounds #14 Gaggioli et al., 2019
1/5/22	<b>Exam Date</b> Professional Day	
1/6/22	Professional Issues Part 2	Good Practice, 2013 Johnson & Barnett, 2012 Lannin & Scott, 2015 Miller & Brengelman, 2013 Novotney, 2016 Novotney, 2019 Pierce et al., 2020 Rehm & DeMers, 2006 Roberto, 2016 Rosenhan, 1973 Smith & Moss, 2009 Sue et al., 2007 Sue et al., 2021 Varner et al., 2019 Walsh & Dasenbrook, 2011
1/7/22	Involuntary Commitment/ Suicidality	Bennett et al., Sec. 3 Ch. 7 Cohen & Cohen Ch. 10 Deemer, 2004 Hydahl & Richardson, 2011 Jobes et al., n.d. Morse, 2003 Stanley & Brown, 2012 Werth & Roberts, 2005
1/10/22	TBA	TBD
1/11/22	Presentations 1-3	TBD
1/12/22	Presentations 4-5	TBD
1/13/22	Presentations 6-7	TBD
1/14/22	<b>Exam Date, 2</b>	

**Presentation Topics:**

Acceptance and Commitment Therapy

Child Psychology

Dialectical Behavioral Therapy

Effectiveness of Psychotherapy

Eye Movement Desensitization and Reprocessing

False Memory Syndrome

HIPAA

History of the DSM and Its Revisions

Mindfulness

Positive Psychology

Prescriptive Authority

Promoting a Healthy Lifestyle

Psychology and Medicine/Health Psychology

Psychology and the Law (Forensic Psychology)

Psychology and War

Telehealth/Telepsychology

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