

PSY 541-001
Professional Issues and Ethics in Psychology
Winter 2023

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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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All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Required Texts:

American Psychological Association (2010). Ethical principles of psychologists and code of conduct. Retrieved from www.apa.org.

Knapp, S., Younggren, J. N., VandeCreek, L., Harris, E., & Martin, J. N. (2013). *Assessing and managing risk in psychological practice: An individualized approach* (Second Edition). 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
12/26/22	Intro to the class; APA Ethics Code General Principles, Standard 4: Privacy and Confidentiality	Bush, 2019 Dixon & Mahaffey, 2015 Hayes, 1998 Jennings et al., 2005 Knapp et al., 2013, Ch. 1 Knapp et al., 2013, Ch. 6 Novotney, 2020
12/27/22	Risk Management, Ethics, and Virtue; APA Ethics Code Standard 2: Competence, Standard 5: Advertising and Other Public Statements	APA 2014 Cohen & Cohen Ch.1 Ethics Rounds #10 Ethics Rounds #13 Knapp et al., 2013, Ch. 2 Knapp et al., 2013, Ch. 3 Tjeltveit, 2004
12/28/22	Ethical Systems/ Resolving Ethical Dilemmas/Dual Relationships APA Ethics Code Standard 1: Resolving Ethical Issues; Standard 3: Human Relations	Berg (2020) Ethics Rounds #1 Ethics Rounds #3 Ethics Rounds #4 Johnson et al., 2012 Knapp et al., 2013, Ch. 4 Moleski & Kiselica, 2005 Pipes et al., 2005 Rogerson et al., 2011 Tjeltveit & Gottlieb, 2012
12/29/22	Confidentiality & Record Keeping APA Ethics Code Standard 6: Record Keeping and Fees, Standard 7: Education and Training	APA, 2007 Bersoff, 2014 Ethics Rounds #8 Knapp et al., 2013, Ch. 10 Sturm, 2012
12/30/22	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
1/2/23	Therapy & Assessment APA Ethics Code Standard 9: Assessment, Standard 10: Therapy	APAPO, 2015 Barlow, 2010 Beutler, 2009 Davis & Hayes, 2012 Dimidjian & Hollon, 2010 Eriksen & Kress, 2008 Heck et al., 2013 Hermann & Herlihy, 2006 Knapp et al., 2013, Ch. 5 Knapp et al., 2013, Ch. 8 Lee, 2017 Myers, 2016 Schwartz & Feisthamel, 2009 Weir, 2018

1/3/23	Professional Issues Part 1	APA, 2005 APA, 2012 APA 2017 APA Committee on Legal Issues, 2016 Braun & Cox, 2005 Clay, 2011 Clay, 2017 Ethics Rounds #14 Gaggioli et al., 2019 Good Practice, 2013 Johnson & Barnett, 2012 Knapp et al., 2013, Ch. 7 Knapp et al., 2013, Ch. 11 Knapp et al., 2013, Ch. 12 Knapp et al., 2013, Ch. 13
1/4/23	Exam Date 1 Professional Day	
1/5/23	Professional Issues Part 2	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
1/6/23	Involuntary Commitment/ Suicidality	Cohen & Cohen Ch. 10 Deemer, 2004 Hydahl & Richardson, 2011 Jobes et al., n.d. Knapp et al., 2013, Ch. 9 Morse, 2003 Stanley & Brown, 2012 Werth & Roberts, 2005
1/9/23	Presentations 1-3	TBD
1/10/23	Presentations 4-5	TBD
1/11/23	Presentations 6-7	TBD
1/12/23	Presentations 8-9	TBD
1/13/23	Exam Date 2	

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

- American Psychological Association. (2013). *Duty to protect roles and responsibilities for psychologists* .
- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57(12), 1060–1073. <https://doi.org/10.1037/0003-066x.57.12.1060>
- American Psychological Association. (2017). Protecting patient privacy when the court calls. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e509352018-001>
- American Psychological Association. (2007). Record keeping guidelines. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e563692011-003>
- American Psychological Association. (2005). Report of the American Psychological Association Presidential Task Force on Psychological Ethics and National Security. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e661622007-001>
- American Psychological Association. (2014). Report of the ethics committee. *American Psychological Association* .
- American Psychological Association (2014) Transitions and terminations: Legal and ethical issues when discontinuing treatment. (2014). *PsycEXTRA Dataset*. <https://doi.org/10.1037/e520482014-002>
- Barlow, D. H. (2010). Negative effects from psychological treatments: A perspective. *American Psychologist*, 65(1), 13–20. <https://doi.org/10.1037/a0015643>
- Becker-Blease, K. A., & Freyd, J. J. (2006). Research participants telling the truth about their lives: The ethics of asking and not asking about abuse. *American Psychologist*, 61(3), 218–226. <https://doi.org/10.1037/0003-066x.61.3.218>
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- Behnke, S. (2008). Ethics in the age of the Internet. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e517642009-034>
- Behnke, S. (2005). Ethics Rounds: On being an ethical psychologist. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e411952005-056>
- Behnke, S. (2007). Gossiping about patients. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e612482007-047>
- Behnke, S. (2005). Letter from a reader regarding a minor client and confidentiality. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e432432005-061>
- Behnke, S. (2009). Termination and abandonment: A key ethical distinction. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e578292009-028>
- 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*. The Trust.
- Bersoff, D. N. (2014). Protecting victims of violent patients while protecting confidentiality. *American Psychologist*, 69(5), 461–467. <https://doi.org/10.1037/a0037198>
- Beutler, L. E. (2009). Making science matter in clinical practice: Redefining psychotherapy. *Clinical Psychology: Science and Practice*, 16(3), 301–317. <https://doi.org/10.1111/j.1468-2850.2009.01168.x>
- Braun, S. A., & Cox, J. A. (2005). Managed mental health care: Intentional misdiagnosis of mental disorders. *Journal of Counseling & Development*, 83(4), 425–433. <https://doi.org/10.1002/j.1556-6678.2005.tb00364.x>
- Clay, R. (2011). Cornered by a would-be patient. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e607502011-016>
- Cohen, E. D., & Cohen, G. S. (2003). *The virtuous therapist: Ethical practice of counseling and psychotherapy*. Wadsworth.
- Davis, D. M., & Hayes, J. A. (2012). What are the benefits of mindfulness?: A wealth of new research has explored this age-old practice. Here's a look at its benefits for both clients and psychologists. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e584442012-022>
- Deemer, E. D. (2004). Ethical values and involuntary commitment: A decision-making model for consulting clinicians. *Stress, Trauma, and Crisis*, 7(3), 169–186. <https://doi.org/10.1080/15434610490500053>
- Dimidjian, S., & Hollon, S. D. (2010). How would we know if psychotherapy were harmful? *American Psychologist*, 65(1), 21–33. <https://doi.org/10.1037/a0017299>
- Dixon, L., & Mahaffey, B. The what, why, and how of tracking your training: a primer for clinical psychology students . *The Behavior Therapist* .
- Dubois, J. M. (2014). Learning from cases of research misconduct: Two fictional scenarios explore plagiarism and fabrication or falsification of data. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e648522013-010>
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- Hayes, S. Thirteen rules of success: A message for students . *The Behavior Therapist*.
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- Kolmes, K. (2012). Social media: What's your policy? *PsycEXTRA Dataset*. <https://doi.org/10.1037/e645172010-001>
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