
**EDUCATIONAL PSYCHOLOGY 381
ETHICS IN COUNSELING AND PSYCHOTHERAPY
FALL 2013
Wednesdays 4-7
Classroom: SZB 268**

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Course Description

This course will cover the ethical code and various other guidelines of the American Psychological Association, The American Counseling Association, and Texas Mental Health Law for licensed psychologists and licensed professional counselors. The primary goals of the course are to (1) stimulate critical thinking about ethics and ethical dilemmas and (2) learn the professional ethical code as will be required for practicum, internship and subsequent licensure in the field of professional psychology. Peripheral topic areas also include historical and philosophical perspectives, ethical decision making with diverse populations, and ethical decision making in specific settings such as supervision, vocational, group and college settings.

Readings

Readings through IT copy and occasionally on Blackboard.

Use of Blackboard in Classes

The following is a statement suggested by the University of Texas to include in syllabi in courses that use Blackboard: This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

Attendance

I am not going to take attendance and attendance is not officially “required” for the course. However, if you decide to miss class, keep in mind a number of things. First, it is not my responsibility to get you missed material and if requested from me, I will not do it without a doctor’s excuse. If you want to depend on your classmates for this, it is up to you and your classmates. Second, class is designed to privilege people who attend. Therefore, if you attend and pay attention, you are more likely to do better on tests and assignments. Third, keep in mind that faculty pay attention to you and your perceived investment in your education. Attending class is one of the things that play into end of the year evaluations, decisions about assistantship placement, letters of recommendation and other important assessments of your progress. My advice: attend class. However, you are all grown ups, so I will not be policing this.

Students with Disabilities

If you are a student with a disability and may need accommodations, please see me at the start of the semester. You are also advised to be registered with the Office of the Dean of Students (Students with Disabilities). Official documentation is needed for us to ensure appropriate accommodations. If you are a student with other concerns (e.g., English as a second language; child care), please see me at the start of the semester. There may be an opportunity for adjustments to be made in order to best accommodate you. You are still expected to complete all requirements.

Academic Dishonesty and Ethics

Because this is an ethics course, academic dishonesty is a particularly egregious offense. As the professor, I reserve the right to address these behaviors with one of the following possible consequences: 1) You will get a “**C**” for the course, requiring you to retake the course again; 2) You will get an “**F**” for the course; or 2) You will get a “**F**” for the course and I will pursue your **expulsion** from the program.

Yearly APA Ethics Award

Each year the APA ethics committee and APAGS offer a prize for a graduate student paper on psychology and ethics. The prize is open to any student affiliate of APA currently enrolled in pre-doctoral graduate program. Previous honorees received \$1,000, a round trip ticket to the APA convention, plus two nights of hotel accommodation. While there is no guarantee this will be the prize this year, APA appears to be committed to continuing this award on a yearly basis.

The following statement came from the call for papers from previous years: The prize is presented at the convention, where it is planned that the student will have an opportunity to present the winning paper for comment by senior psychologists with expertise in ethics. “Psychology and ethics” is defined broadly, to include any empirical or theoretical paper that examines psychology and ethics in relation to science or research, practice, education, public interest, or theory of ethics. The paper must indicate why its particular focus is worthy of attention. Submissions must be of publishable quality and written in APA style. Submissions may not exceed 25 double spaced pages and may not have been previously published or have been submitted for publication. Please see their webpage for more information:
<http://www.apa.org/about/awards/ethics-grad.aspx>

2006 prize-winner was Rebecca Schwartz from University of Missouri-Columbia for her paper entitled: *Challenges of Addressing Graduate Student Impairment in Academic Psychology Programs*

2007 prize winner was Keren Lehavot from the University of Washington for her paper entitled: *'MySpace' or yours? The ethical dilemma of graduate students' personal lives on the Internet.*

The submission deadline in the past has been around the beginning of March. If anyone is interested in working on a paper for this award, this would be an ideal semester to begin the work. In addition, I would be more than willing to mentor and supervise your work if you feel you need it – although I am not interested in doing it for you. If this interests you, please make an appointment with me to discuss the various options for the project.

Professional Responsibility

Students are expected to maintain the highest level of professional responsibility in fulfilling course obligations. Students will receive prompt feedback about any areas of deficiency with respect to this standard. Professional responsibility includes, but is not limited to, attending class, being on time, paying attention in class, and demonstrating respect for colleagues, particularly with respect to diversity of all kinds. As such, computers are not allowed open in class and cell phones and other electronic devices should be off and/or the sound turned off and put away.

Course Requirements and Grading

Weekly Blog Assignments:

A blog will be created for the class where you will post your blog assignments for class. Your grade in this course will be based on a combination of objective grading on exams and your ranking among your fellow students. You are required to read all of each other's submissions and rank order them in order of best to least best in terms of thoughtfulness, writing quality, and importance of the issue/question to ethics (see rubric below). Your submissions for ranking need to be completed by Friday at 7pm after the class in which the assignment was given. Rank orders need to be completed and turned in by 8am the Monday before class. This gives the class the weekend to read and rank assignments. I will tally everyone's rank order and when appropriate, select the top 3 to discuss in class. These rank orders will determine points to be added or subtracted to your final grade. The top three students will receive extra points on their final grade. The bottom three students will have points deducted from their final grade. The person ranked #1 will receive 3 points, #2 – 2 points, #3 – 1 point. Last place – minus 3 points, next to last minus 2 points, next to that minus 1 point. The remaining people will not have points added or deducted from their grade. If you end up in the bottom three, do not worry, you will have plenty of chances to get into the top three. There will be eight weeks of assignments. Late assignments will not be ranked and therefore will automatically be in the -3 category. Failure to turn in your rankings on time will result in a -2 points for each day your ranking is late. The process is designed to simulate the manuscript review process in some ways and is intended to encourage you to do your very best at all times in this class.

These assignments will be given in class and will be based on the readings and class discussion. They will be more experiential in nature and substance (no APA references

required, etc), but some indication that you have read and absorbed the materials for class will be required. Rank orders should be based on 1) creativity; 2) thoughtfulness; 3) understanding of the ethical decision making process; 4) ability to address and debate alternative points of view adequately; 5) writing ability/clarity; and 6) demonstration and understanding of the readings. Each week you will need to prepare a grid in order to track these scores so that you can, as objectively and fairly as possible, rank order assignments and be able to show your rankings if requested by the professor. An example my look like this:

	Creativity	Thoughtful	Ethical	Alternative	Writing	Readings	Total
2465	4	3	5	2	3	4	21
6837	3	5	2	2	5	1	18
2309							
5093							
0395							

Because of the size of the class, none of your assignments are guaranteed to be completely confidential, so keep this in mind when you are completing your assignments to take care and disguise any identifying information about yourself or others that your classmates may otherwise be able to identify.

Although the thought of this grading rubric was anxiety provoking for students last year, ultimately students really enjoyed this assignment. No one did poorly in any consistent way. Some of the topics will speak to you more than others and you can generally write more passionately about those topics. This is an opportunity to not just learn about ethics yourself, but to watch how other people learn. In addition, from my perspective, many people learned to write better by reading other students' writing. So there are opportunities inherent in this assignment beyond just getting a grade.

Ethics Exams:

Goal: It is extremely important to be able to understand the ethics code, related guideline, and Texas licensure. As your training progresses, you will gain more and more autonomy in your practice and being able to make sound ethical decisions is imperative to client safety as well as professional well-being. This will keep your clients safe from harm and you safe from lawsuits.

Requirements: There will be four exams in this course. The content of these exams are similar to content found in licensure exams for both the L.P.C. and the exam for licensed psychologist. You will not need to study other reading materials for these exams, although reading them will probably give you a better understanding of the code. The basis for the exams will be as follows:

Exam 1:

APA (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073. (Download version online published in 2010 w/amendments)

APA (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1440-1451.

APA (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.

The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. <http://ohsr.od.nih.gov/mpa/belmont.php3>

Exam 2:

Texas State Board of Examiners of Psychologists, Acts and Rules, dated 1/04/2012.

Exam 3:

ACA (2005). ACA Code of Ethics. American Counseling Association.

Exam 4:

Subchapter C of §681.41 of the Texas Administrative Code, Code of Ethics for L.P.C.

Point Credit: Each exam is worth 50 points.

Grading Policy

This class needs to be taken for a grade. If you have registered for this class CR/NC, you need to change this with the registrar ASAP or you will not get credit through the program for your work in this class.

Ongoing effort towards professional and respectful conduct in class, particularly regarding diversity issues among fellow students and with your clients, is required. I reserve the option of deducting points at any time during the course this standard is not met.

Possible points for the course: 200

190-200	A
180-189	A-
174-179	B+
166-173	B
160-165	B-
154-159	C+
146-153	C
140-145	C-
134-139	D+
126-133	D
120-125	D-
119- below	F

Weekly Topics, Readings, and Schedule

Requirements: Please come to class prepared to discuss the readings assigned for a given week. It is **your** responsibility to read the code and associated guidelines in a timely manner **and** bring in questions and concerns about the code and guidelines that you might have at various times during the semester. I will randomly call on people to facilitate discussion via replacement sampling. If I call on you and you have not read the assigned readings, I will deduct 5 points from your final grade.

Goal: To facilitate learning about the ethics and practice of psychology.

Due date: Varies. See the following dates and readings:

First Day of Class – The Purpose of Ethical Guidelines

Smith, D. (2003). Ten ways practitioners can avoid frequent ethical pitfalls. *Monitor on Psychology*, 34, 50-60.

Smith, D. (2003). In an ethical bind? *Monitor on Psychology*, 34, 61.

Week Two – Informed Consent

Breeding, J. & Baughman, F. (2001). The ethics of informed parental consent to the psychiatric drugging of children. *Ethical Human Sciences and Services*, 3, 175-188.

NYT article, December 12, 2009. Poorer children likelier to get antipsychotics.

Pomerantz, A. M. & Handelsman, M.M. (2004). Informed consent revisited: An updated written question format. *Professional Psychology: Research and Practice*, 35, 201-205.

Week Three - Confidentiality

Goldman, M. J. & Gutheil, T. G. (1994). The misperceived duty to report patients' past crimes. *Bulletin of the American Academy of Psychiatry and the Law*, 22, 407-410.

Binder, R. L. & McNiel, D. E. (1996). Application of the Tarasoff ruling and its effect on the victim and the therapeutic relationship. *Psychiatric Services*, 47, 1212-1215.

Small, M.A., Lyons, P.M., & Guy, L. S.(2002). Liability Issues in Child Abuse and Neglect Reporting Statutes. *Professional Psychology: Research and Practice*, 33, 13-18.

Tarasoff v. Regents of the University of California 551 P.2d 334 (1976)

Stanard, R. & Hazler, R. (1995). Legal and ethical implications of HIV and duty to warn for counselors: Does Tarasoff apply? *Journal of Counseling and Development*, 73, 397-400.

Leeman, C. P., Cohen, M. A. & Parkas, V. (2001). Should a psychiatrist report a bus driver's alcohol and drug abuse?: An ethical dilemma. *Law, Ethics, and Psychiatry*, 23, 333-336.

Welfel, E. R., Danzinger, P. R. & Santoro, S. (2000). Mandated reporting of abuse/maltreatment of older adults: A primer for counselors. *Journal of Counseling and Development*, 78, 284-292.

Handling Suicide Crises

HIPPA

Week Four- Dual Roles

Lazarus, A. A. (1994a). How certain boundaries and ethics diminish therapeutic effectiveness. *Ethics and Behavior*, 4, 255-261.

Brown, L. (1994). Concrete boundaries and the problem of literal-mindedness: A response to Lazarus. *Ethics and Behavior*, 4, 275-281.

Newsweek article: Sleeping with your patients.

Giovazolias, T. & Davis, P. (2001). How common is sexual attraction towards clients? The experiences of sexual attraction of counseling psychologists towards their

clients and its impact on the therapeutic process. *Counselling Psychology Quarterly*, 14, 281-286.

Week Five – Research/Supervision Ethics

Fine, M. A. & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

Dingfelder, S. F. (2006). Get the credit you deserve. *GradPSYCH*.

Freimuth, V. S., Quinn, S. C., Thomas, S. B., Cole, G., Zook, E., & Duncan, T. (2001). African Americans' views on research and the Tuskegee Syphilis Study. *Social Science and Medicine*, 52, 797-808.

Film: The Deadly Deception

Week Six – Competence/Impairment

Guy, J. D., Poelstra, P. L., & Stark, M. J. (1989). Personal distress and therapeutic effectiveness: National survey of psychologists practicing psychotherapy. *Professional Psychology: Research and Practice*, 20, 48-50.

Stadler, H. A., Willing, K. L., Eberhage, M. G., & Ward, W. H. (1988). Impairment: Implications for the counseling profession. *Journal of Counseling and Development*, 66, 258-260.

Wise, E. H. (2008). Competence and scope of practice: Ethics and professional development. *Journal of Clinical Psychology: In Session*, 64, 626-637.

Coster, J. S. & Schwebel, M. (1997). Well-functioning in professional psychology. *Professional Psychology: Research and Practice*, 28, 5-13.

Week Seven – Advertising and Business Practices

APA record keeping guidelines

Knapp, S., & VandeCreek, L. (2008). The ethics of advertising, billing, and finances in psychotherapy. *Journal of Clinical Psychology: In Session*, 64, 613-625.

Week Eight – Forensic Roles

Greenberg, S. A. & Shuman, D. W. (1997). Irreconcilable conflict between therapeutic and forensic roles. *Professional Psychology: Research and Practice*, 28, 50-57.

Woody, R. H. (2007). Avoiding expert testimony about family therapy. *The American Journal of Family Therapy*, 35, 389-393.

Week Nine – Resolving Ethical Issues/Risk Management

50 ways to avoid malpractice lawsuit

Week Ten

Review week

Week Eleven

Exam #1 + review

Week Twelve

Exam #2 + review

Week Thirteen

Exam #3 + review

Week Fourteen

Exam #4 + review