
**EDUCATIONAL PSYCHOLOGY 381
ETHICS IN COUNSELING AND PSYCHOTHERAPY
FALL 2014
Wednesdays 4-7**

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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

We will be using Canvas for this course. You will need to be familiar with the ins and outs of this interface. If you are not, please visit the LTC for individual instruction.

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>

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

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

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

ASCA (2010). Ethical Standards for School Counselors.

Attendance

We will be doing an "inverted classroom" for this class. This means that the didactic learning will take place outside of class and the work done in class will be experiential in nature. As a result, attendance is required for this course. You may have one

unexcused absence during the semester, provided it is NOT the last day of class. Otherwise, you will need to submit a written excused absent. For each unexcused absence, you will lose one letter grade per absence.

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. The only way to “cheat” in this class is to circulate the answers to quiz questions prior to students taking the quiz. If anyone is caught doing this, I will assign you an “F” for the course and pursue your expulsion from the program. In addition, anyone whom I discover that uses this information illegally circulated, will also receive an “F” for the course.

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>

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Comment [1]: What about students taking the quiz in groups/partners? I assume people would know not to, but might be worth calling out.

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 professors and colleagues, particularly with respect to diversity of all kinds. Any serious problems along these lines that do not appear to be remedied by redirection may result in being placed on probation with the program. For the purposes of this class, this responsibility also includes the prohibition of all computers, ipads, phones, or other technological devices during class time or when others are talking or lecturing.

Course Requirements and Grading

You will be assigned to a group. Your group will be assigned one of the following topics:

- Competency
- Informed Consent
- Confidentiality
- Dual Relationships
- Impairment
- Research/Teaching/Supervision
- Test Data
- Sexual Conduct
- Advertising/Business Practices/ Fees and Financial Arrangements
- Forensic roles
- Resolving Ethical Issues/Risk Management

Video Lecture

Your group will construct a video lecture to be posted on canvas. The lecture video should meet the following requirements (and will be graded on your inclusion of, and quality of, these requirements):

- 1) Start with a **conceptual example** of your topic outside the realm of mental health. For example, "competency." What does competency mean more broadly? Why is it important to our culture? Then get more myopic and apply it to mental health.
- 2) **Integrate all 3 disciplines** reflected in this class. These include the APA, ACA, and ASCA ethics codes, as well as the Texas licensing code for licensed psychologists and LPCs. You can compare/contrast, have them build on each other. However, you want to do it is fine, but all three need to be addressed in your lecture.
- 3) Your **video** lecture can **integrate** powerpoint, prezi, or you might just tape each of you giving a lecture. It needs to be **90 minutes in length and needs to "play" on its own. In other words, your classmates need to be able to "attend" or "watch" the lecture independently.**
- 4) Your **video** lecture **needs to include video clips, audio clips, photos, and journalism** (podcasts, NPR stories, newspaper articles).
- 5) **Engagement:** Good quality video lectures have a lot of "movement." In other words, the images change, to keep the listener interested. You will be graded on how engaging your lecture is.
- 6) You need to include one **current event or news worthy issue** no older than ten years. Use this event to provide an example of your points, to contrast your points, or as a cautionary tale, for example.
- 7) You will need to **post one peer-reviewed article** for the class to read that goes with your topic. I have provided a list of articles I have assigned this class in the past. This is not an exhaustive list, but you are welcome to take from this list. You can find these (and many others) through our library.
- 8) **Cultural considerations:** You need to include how your topic interacts with different cultures and backgrounds and any adjustments that might be made for diverse populations.
- 9) You will construct a **quiz** at the end of your presentation. This will be 15 questions in multiple choice, true/false, or matching design. Five questions should be over the various codes, 5 over the application of the current event chosen, and 5 over the peer reviewed article provided.
- 10) You will **post your lecture and quiz by 9am the Thursday** before the class day your assignment is "due".
- 11) Your group will provide a **list of contributions** each person made to the final project, including the experiential class exercise below.

Grading: You will be graded on your **compliance/completion of items 1-11, accurate instruction** about your topic, as well as your **creativity in your teaching** and your ability to sustain others' attention in the face of, perhaps, a somewhat dry topic (or IS it a dry topic?).

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Comment [2]: What do you think? I just want to make clear to them that this needs to be something that can be done independently by the learner.

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Comment [3]: Does the lecture have to include all four? For example, will we be taking off points if it has everything listed except audio clips? (nitpicky but students will ask this)

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Comment [4]: What format will this be? Could we construct and send them a survey via SurveyMonkey or something? Or print them out and distribute on their presentation day?

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This assignment will be worth 100 points. In addition, at the end of the class, the class will rank all of the lectures. The best lecture, as ranked by your fellow students and your lecture grade, will receive a \$50 gift certificate (per student in the group) to the University Bookstore.

Experiential Class Exercise

The class will begin accessing your lecture the Thursday before the class in which you will facilitate the experiential class exercise. You will facilitate an experiential exercise the week after classmates have engaged in your video lecture. The experiential exercise should deepen the students' understanding of the topic and force them to grapple with the nuances and controversies of your topic, in order to further demonstrate how ethical decision making happens. This assignment is worth 50 points.

Quiz questions

As previously mentioned, each video lecture will include 15 quiz questions. You will each answer the quiz questions associated with that week's lecture prior to the start of class. The lectures and associated questions will be set to close (meaning, you are no longer able to enter any more answers or data) at **4pm on the day of that class**. If you have not viewed the lecture or answered the questions by that time, you will receive a zero for that assignment. You will not have to answer the quiz questions for your own assignment. There are 11 topics, 15 quiz questions per topic (minus your own), for a total of 150 possible points on your quiz questions for the semester. There will be no other exams or papers for this course.

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: 300

Video Lecture: 100 pts.

Experiential Exercise: 50 pts.

Quizzes: 150 pts.

285-300	A
270-284	A-
260-269	B+
249-259	B

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Comment [5]: This should be an hour right?
Or 45 min to give you and I time to make announcements and such?

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240-248	B-
231-239	C+ 77-79.5
219-230	C
210-218	C-
200-209	D+
189-199	D
180-188	D-
179- below	F

Suggested Readings

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.

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.

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.

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.

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.

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.

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.

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.

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.

Video: The Deadly Deception. This is the story of the Tuskegee Syphilis Study. It is available for check out at the library.