

## CPSE 710 – Ethic and Legal Standards

Fall 2015

### Section 001: 343 MCKB on M from 1:00 pm - 3:50 pm

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### Course Information

#### Description

This is an advanced course in ethics in counseling psychology. The course will include an examination of the professional ethics and legal standards of the counseling psychology profession.

#### Texts and Materials

Item	Vendor	Price (new)	Price (used)
<i>Assessing and Managing Risk in Psychological Practice: An Individualized Approach</i> (2 <sup>nd</sup> ed.). S. Knapp, J. N. Younggren, L. VandeCreek, E. Harris, & J. N. Martin ISBN-10: 0-9891221-1-5 ISBN-13: 978-0-9891221-1-5	BYU Bookstore	<a href="#">\$29.95</a>	
ETHICS DESK REFERENCE FOR PSYCHOLOGISTS Required by J, BARNETT, ISBN: 9781433803529	BYU Bookstore	<a href="#">\$39.95</a>	<a href="#">\$30.00</a>
Selected supplemental readings will be provided by the instructor.		<a href="#">\$0.00</a>	<a href="#">\$0.00</a>

#### Prerequisites

Admission to a graduate program in counseling psychology, school psychology, or education.

#### Learning Outcomes

Gain a working knowledge of the ethical and legal codes of your future profession.

Understand the philosophical foundations of ethical codes and systems.

Understand and apply a system for reconciling ethical dilemmas.

Understand how to maintain an ethical and legal practice as a counseling psychologist.

Understand the ethical implications of a pluralistic, multicultural perspective.

Experience the value of both researching and consulting on ethical issues.

Understand the roles and functions of competent counseling.

## Schedule

Date	Readings Due	Topics for Discussion	Student Presentations/Special Topics
M – Aug 31	<i>KYVHM Chp. 1</i>	Introduction; Counselor as a person and professional; <i>Calculations of Risk</i>	Case analysis of 2015 APA ethics scandal
M - Sep 14	Background and overview of ethics code; Preamble; General Principles <b>B&amp;J pp. 1-22</b> <i>KYVHM Chp. 2</i>	<i>Key Elements of Risk Management</i>	Case analysis of 2015 APA ethics scandal
M - Sep 21	Standard 1: Resolving Ethical Issues <b>B&amp;J pp. 23-39</b> <i>KYVHM Chp. 13</i>	Process of Ethical Decision Making; <i>Professional liability insurance</i>	Case analysis of 2015 APA ethics scandal
M - Sep 28	Standard 2: Competence <b>B&amp;J pp. 41-55</b> <i>KYVHM Chp. 3</i>	Issues in professional competence and training; <i>Competence</i>	Case analysis of 2015 APA ethics scandal
M - Oct 5	Standard 3: Human Relations <b>B&amp;J pp. 57-77</b> <i>KYVHM Chp. 4</i>	Multicultural perspectives and diversity issues; <i>Multiple relationships and boundaries</i>	Ethical Dilemma Case Example:
M - Oct 12	Standard 4: Privacy and Confidentiality <b>B&amp;J pp. 79-90</b> <i>KYVHM Chp. 6</i>	Confidentiality issues; <i>Privacy, confidentiality, and privileged communication</i>	Ethical Dilemma Case Example:
M - Oct 19	Standard 5: Advertising and Other Public Statements <b>B&amp;J pp. 91-99</b> <i>KYVHM Chp. 11</i>	<i>The reluctant business person;</i> Values and the helping relationship	Ethical Dilemma Case Example:
M - Oct 26	Standard 6: Record Keeping and Fees <b>B&amp;J pp. 101-112</b> <i>KYVHM Chp. 7</i>	HIPAA compliance; State psychology licensure acts; <i>Psychologists in the courtroom</i>	Ethical Dilemma Case Example: Special Topic in Ethics Presentation:
M – Nov 2	Standard 7: Education and Training <b>B&amp;J pp. 113-122</b> <i>KYVHM Chp. 9</i>	Issues in Professional Competence and Training; <i>Assessing and treating patients who are potentially suicidal or dangerous</i>	Ethical Dilemma Case Example: Special Topic in Ethics Presentation:

<b>Date</b>	<b>Readings Due</b>	<b>Topics for Discussion</b>	<b>Student Presentations/Special Topics</b>
<b>M - Nov 9</b>	Standard 8: Research and Publication <b>B&amp;J pp. 123-144</b> <i>KYVHM Chp. 12</i>	Issues in Theory, Practice and Research; <i>Closing a practice and retirement</i>	Ethical Dilemma Case Example: Special Topic in Ethics Presentation:
<b>M - Nov 16</b>	Standard 9: Assessment <b>B&amp;J pp. 145-160</b> <i>KYVHM Chp. 8</i>	<i>Psychological assessment and testing</i>	Special Topic in Ethics Presentation:
<b>M - Nov 23</b>	Standard 10: Therapy <b>B&amp;J pp. 161-174</b>	<i>Working with couples, families, and children; Maintaining appropriate emotional and sexual boundaries with clients</i>	Special Topic in Ethics Presentation:
<b>M - Nov 30</b>	<i>KYVHM Chp. 5</i> <b>B&amp;J 181-203</b> <i>KYVHM Chp. 10</i>	<i>Other areas of concern for psychologists: consultant or supervisor, diversity issues, referrals, termination</i>	Special Topic in Ethics Presentation:
<b>M - Dec 7</b>	<b>APA Guidelines; Supplemental readings provided by instructor</b>	Special Topics: Ethical responses to gay, lesbian, bi-sexual, and transsexual clients	
<b>W - Dec 16</b>	Final Exam: 343 MCKB 11:00 am to 2:00 p.m.		

### **Assignment Descriptions**

#### **Class Attendance and Participation**

There are only 14 class meetings during the semester. Attendance and punctuality at classes is required due to the fact absenteeism detracts from the quality of everyone's learning experience. Participating in class and small group discussions and sharing your views about the various ethical dilemmas and guidelines and making effective class presentations is an important requirement in this class. Class attendance and participation is worth 20% of your final grade. You will be deducted 3% from your final class percentage for each unexcused absence and 1% for each unexcused lateness.

#### **Ethical Dilemma Interview and Presentation**

You are required to interview a helping professional and ask him or her to describe an ethical dilemma they have faced in their work. For example, you might interview a counseling center psychologist or a professor in the counseling or clinical psychology department. **Inform the professional you interview that you will not disclose his or her identity to the class. Please also ask them to maintain the confidentiality of those who were involved in**

**the ethical dilemma they share with you.** Discuss with the professional what his or her perception of the ethical dilemma was and how they perceived their professional role as it related to the dilemma. Present the dilemma to the class without disclosing how the professional resolved it. Lead a discussion that uses as fully as possible the 10 stages of ethical decision making described by Barnett and Johnson (2008). After explaining how the professional dealt with the dilemma, expand the discussion to include similar situations and factors that would change the solution to the dilemma. You will be given up to 50 minutes for your presentation. Class presentations will begin on October 5th. This assignment will be worth 15% toward your final grade.

### **Special Topic in Ethics Presentation**

Identify an ethical issue that is of particular interest to you. Research the historical development of the ethical issue and any recent research and/or theoretical writing on the issue. Take a position on the issue and make some recommendations in your class presentation: for example, do you agree with the stand our professional organization(s) currently take on this issue; do you think changes in the stand of the professions on the issue; what recommendations would you make to the profession and to your colleagues about how to handle this issue; do you have any recommendations about how you and your colleagues can handle this issue in your work? The class presentation should take no more than 50 minutes. The presentation will be worth 25% of your final grade.

### **Completing the Textbook Readings**

You are required to complete all of the assigned readings in the textbooks by the due date assigned so that you will be fully prepared to discuss the most interesting and challenging concepts during class. You are required to submit to the instructor as his email address ([scott\\_richards@byu.edu](mailto:scott_richards@byu.edu)) one comment or question that came to your mind as you did the readings. I will share your question or comment with the rest of the class and we will take time in class to discuss the questions and comments that were shared. Please keep a log of when you complete your readings so that you can document you completed them in a timely manner. **You are required to turn in your reading log to me on the last day of class.** Completing all of the assigned readings and turning in your reading log on time will be worth 20% toward your final grade.

### **Case Analysis of the 2015 APA Ethics Scandal**

In 2015, the American Psychological Association was shaken by an ethics scandal at the highest levels of the APA governance. An investigation of the APA leadership by a “independently appointed law firm” revealed that in the years following the 9/11 terrorist attacks at the World Trade Center in NYC, top leaders in the APA organization had “colluded” with the U.S. Department of Defense in allowing psychologists to participate in “waterboarding” and other controversial interrogation practices. The independent investigators concluded also that some top leaders of violated APA ethical procedures and guidelines when they “colluded” with the federal government. During the first 4 weeks of class, we will cooperate together in studying and analyzing the anatomy of this ethics scandal in order to learn what we can from it about ethics and politics within our professional organization and the implications for our PhD program and for us as individual psychologists. (<http://www.apa.org/independent-review/index.aspx>)

### **Final Exam**

There will be a final exam at the end of the semester that will be worth 20% toward your final grade. The exam will consist of multiple-choice questions and short-answer questions about professional ethics and standards that are based on the textbook readings and instructor presentations. The final exam will be administered at the time specified by the university in the fall catalog.

### Point Breakdown

Assignments	Percent of Grade
Final Exam	20%
Completing the Textbook Readings	20%
Ethical Dilemma Interview and Presentation	15%
Ethical Issue Presentation	25%
Class Attendance and Participation	20%

### Grading Scale

Grade	Percent
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%

### University Policies

#### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

#### Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who

are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### **Laptop Computer/Electronics Use Policy**

You are NOT allowed to turn on or open a laptop computer during class time, except if you need it to make a presentation to the class, or for other approved reasons. Full and effective participation in discussions and experiential activities is essential for learning and success in this course and I have found that laptop computers and other electronic devices (e.g., cell phones) can seriously detract from the quality of class participation and interaction. In addition, I consider it respectful to give your classmates and instructor your full and undivided attention when they are presenting or sharing their ideas during class, and once again, laptop computers and other electronic devices can get in the way of this. Anyone who violates the policy will lose 5% off their total score for each infraction.