**Ethics and Professional Issues in Clinical Psychology**

**PSY 5325**

**Summer II 2022**

**(Class last offered Summer II, 2021)**

**Class:** Monday/Wednesdays: 9:00 a.m. - 1 p.m., 8th floor classroom #829

**Instructor:** Alisha Wray, Ph.D.

**E-mail:** Alisha\_Wray@baylor.edu

**Office:** *Office Hours:* T: 801 Washington Ave., 811 by appointment

**Course Description**

Welcome to Psychology 5325, Ethics and Professional Issues in Clinical Psychology! This course is designed to provide you with training, knowledge, and skills for ethical decision-making and your continued professional development. The course is also designed to foster students' ability to understand and critically evaluate decision-making models, ethical principles, ethical and legal codes, and standards for psychology.

Course Objectives

1. Identify personal attitudes, beliefs, and behaviors that could impact one’s work as a psychologist.

2. Describe ethical decision-making models and perspectives.

3. Develop knowledge and understanding of the ethical standards of the American Psychological Association.

4. Increase awareness of professional and ethical issues in the practice of psychology.

5. Gain knowledge of laws and legal procedures related to the professional practice of psychology, such as privileged communication, mandatory reporting laws, family law, protection of research subjects, civil commitment, professional liability, and licensure.

6. Apply professional, ethical, and legal standards and perspectives to specific real and hypothetical cases.

Expectations for Participation

This first course in the Program is aimed at laying the groundwork for enjoyment and gratification in a career in professional Psychology. It is expected that you bring your intellectual curiosity, conscientious work ethic and sense of humor to each class meeting. Attendance is expected except in cases of emergency or illness. Please arrive punctually to begin class and in returning from breaks. Active participation is expected in the form of questions, comments and the encouragement of others. Academic honesty and personal integrity are essential with regard to completing assignments and taking tests. In addition, adherence to principles and requirements set forth in the student manual is required.

Discussion of the ethical practice of psychology can bring up reactions from your own personal and professional experiences that can contribute to rich discussion. Please be mindful of your own comfort level related to personal disclosure in this professional setting and to maintain client privacy by properly deidentifying material. Certain topics may be sensitive in nature (e.g., suicide risk assessment) and may be raised intermittently in discussion throughout the course.

Required Textbook and Readings:

Koocher, G.P. & Keith-Spiegel, P. Ethics in Psychology and the Mental Health Professions: Standards and Cases. Fourth Edition. Oxford University Press, 2016.

Greene, M. P., & Blitz, L. V. (2012). The elephant is not pink: Talking about White, Black, and Brown to achieve excellence in clinical practice. Clinical Social Work Journal, 40(2), 203–212. [https://doi.org/10.1007/s10615-011-0357-y](https://psycnet.apa.org/doi/10.1007/s10615-011-0357-y)

Thompson, K. J. (2020). The perils of practicum in the time of COVID-19: A graduate student’s perspective. Psychological Trauma: Theory, Research, Practice, and Policy, 12(S1), S151–S152. [https://doi.org/10.1037/tra0000752](https://psycnet.apa.org/doi/10.1037/tra0000752)

Webb Hooper, M., Marshall, V., & Pérez-Stable, E. J. (2022). COVID-19 Health Disparities and Adverse Social Determinants of Health. *Behavioral medicine (Washington, D.C.)*, *48*(2), 133–140. <https://doi.org/10.1080/08964289.2021.1990007>

Required Online Documents:

APA Ethics Code – American Psychological Association - <http://www.apa.org/ethics/code2002.html>; http://www.apa.org/ethics/

* Various APA guidelines and standards, such as Record Keeping and Educational and Psychological Testing, at Psycnet: <http://psycnet.apa.org/>

Texas Administrative Code – Texas Secretary of State – especially the Board of Psychologist Rule of Practice (see below for link directly Psycologist Board Rules)

<https://www.sos.state.tx.us/tac/index.shtml>

<https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=3&ti=22&pt=21>

The Psychologists’ Licensing Act and Board rules are available for download from the Board’s website at: <https://www.bhec.texas.gov/wp-content/uploads/2022/03/PSY-February-2022-v2.pdf>

* Link to Texas State Board of Examiners of Psychologists website: <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html>

Family Educational Rights and Privacy Act (FERPA) – U.S. Dept. of Education. <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Texas Family Code - <http://law.justia.com/texas/codes/fa.html>

* Texas Family Code Chapter 32- Consent to Medical, Dental, Psychological and Surgical Treatment
* Chapter 153-Rights of Parents and Other Conservators to Consent to Treatment of Children and Access to Children’s Records
* Chapter 261-Duty to Report Child Abuse and Neglect

Texas Health and Safety Code, especially subtitle C, Mental Health Code and chapter 611, Mental Health Records

<http://www.statutes.legis.state.tx.us/Docs/HS/htm/HS.611.htm>

Other Texas laws and related materials may be obtained online at [www.statutes.legis.state.tx.us](http://www.statutes.legis.state.tx.us)

* Texas Human Resource Code Chapter 48-Duty to Report Abuse of Elderly or Disabled Person

<http://www.statutes.legis.state.tx.us/Docs/HR/htm/HR.48.htm>

* Texas Civil Practice and Remedies Code Chapter 81- Duty to Report Sexual Exploitation of a Patient by a Mental Health Provider

<http://www.statutes.legis.state.tx.us/Docs/CP/htm/CP.81.htm>

Health Insurance Portability and Accountability Act of 1996 (HIPAA) - <http://www.hhs.gov/ocr/privacy/index.html>

APA Multicultural Guidelines:

<http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>

<https://www.apa.org/monitor/2018/01/multicultural-guidelines>

TPA guidelines (on Box) and APA Telehealth guidelines:

<https://www.apa.org/practice/guidelines/telepsychology>

APA Forensic Guidelines:

<https://www.apa.org/practice/guidelines/forensic-psychology>

Assessing and Managing Risk in Psychological Practice: An Individualized Approach, Second Edition. Knapp, S., Younggren, J.N., VandeCreek, L., Harris, E., Martin, J.N. (2013), The Trust, Rockville, MD. *Pdf available on Box*.

Required for use throughout the Psy. D. Program

American Psychological Association. (2020). Publication Manual of the American Psychological Association, (7th ed).

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://doi.org/10.1176/appi.books.9780890425596

Other Books/Documents/Links of interest

Evidence-based practice: <http://www.apa.org/pubs/journals/features/evidence-based-statement.pdf>

SAMHSA: A Pocket Guide to Evidence Based Practices on the Web

<https://www.samhsa.gov/ebp-web-guide>

Division 12: Adult Evidence Based Treatments: <https://www.div12.org/psychological-treatments/>

Division 53: Child and Adolescent Evidence Based Treatments: <http://effectivechildtherapy.org/>

Schedule of Instruction

(Notes in left column are primarily for instructor; *Note*. Course schedule is subject to change.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | | Topic | | Reading |
| **1:**  **M**  **7/11/22** | * Introduction to each other, class expectations/assignments * Ethical Decision-making Process * Ethics Code: Intro, Preamble, Principles, Standard 1-Resolving Ethical Issues | | APA Code of Ethics  K&K ch 1 & 17 (Wray)  Thompson (2020) & Webb-Hooper, et al., (2020) | |
| **2:**  **W**  **7/13/22** | * Standard 2-Competence * Professional identity and relationships * ASPBB Competencies * MULTICULTURAL PRESENTATION TOPICS DUE | | K&K ch 2 (Wray) and 15: DL\*1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Texas Administrative Code/Board of Psychologist Rule of Practice  DL^1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **3:**  **W**  **7/18/22** | * Standard 7-Education and Training * Standard 8-Research and Publication | | K&K ch 14 (Wray) and 16: DL\*2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Family Educational Rights & Privacy Act (FERPA) & Title IX (review required Ignite training for all BU students) DL^2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **4:**  **M**  **7/20/22** | * Standard 4-Privacy and Confidentiality | | K&K ch 6 (Wray)  <https://cdn.ymaws.com/www.texaspsyc.org/resource/collection/9189A1DD-28C9-48D4-9285-8AFC9F0DAE7A/Fall_2016_Texas_Psychologist_Web.pdf> (p 16-18; Wray)  Health Insurance Portability and Accountability Act of 1996 (HIPAA): DL^3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **5:**  **M**  **7/25/22** | * Multicultural Issues * MULTICULTURAL PRESENTATIONS DUE | | K&K ch 5 (Wray) & Greene & Blitz (2012) (Wray)  <http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>  <https://www.apa.org/monitor/2018/01/multicultural-guidelines>  Multicultural Presentations | |
| **6:**  **W**  **7/27/22** | * Standard 3-Human Relations * Clinical Supervision * TAKE HOME EXAM GIVEN | | K&K ch 8-9: DL\*3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  K&K ch 10 (Wray) | |
| **7:**  **M**  **8/1/22** | * Standard 10-Therapy * Therapy Outcome Research * Roles, Settings & Careers of Psychologists | | K&K ch 3: (Wray)  K&K ch 4: DL\*4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **8:**  **W**  **8/3/22** | * Standard 9-Assessment * Composing Assessment Reports and Conducting Feedback Sessions * TAKE HOME EXAM DUE | | K&K ch 7: (Wray)  Texas Health and Safety Code, especially chapter 611, Mental Health Records.): DL^4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **9:**  **M**  **8/8/22** | * Standard 6-Record Keeping and Fees * Standard 5-Advertising & Public Statements * Telepsychology | | K & K ch 11: DL\*5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ch 12 (Wray)  Telehealth guidelines: DL^5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  <https://www.apa.org/practice/guidelines/telepsychology>  TPA guidelines (on Box) | |
| **10:**  **W**  **8/10/22** | * Legal System: Forensics, Child/Elder/Vulnerable Adult Abuse, Custody and Visitation, Subpoenas and Testimony * Library Tour: 11-1 | | K&K ch 13: DL\*6:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Texas Family Code & Forensic Guidelines:  <https://www.apa.org/practice/guidelines/forensic-psychology>  DL^6:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Christina Chan-Park, Ph.D. (Jesse H. Jones Library Room 105) | |

Assignments

* Attendance, class participation, and online training completion (5%)
* Students are expected to: (1) arrive to class on time and prepared (i.e., having completed required readings/assignments each day); (2) take notes during class; (3) participate in discussions; and (4) ask questions concerning material about which they are confused. Cell phone use and non-class related use of technology is strongly discouraged and will negatively impact participation grades.
* During this unprecedented time of a global pandemic, class attendance must be approached differently from the way it would in a standard semester. If you are sick or have any symptoms (even if they are slight) that might relate to COVID-19, please stay home to protect yourself, your classmates, and your professors. As your instructor, I will expect that you work with me to enable you to receive any necessary course content (including classroom lectures) and complete any assignments, quizzes, or exams that you may miss due to being sick or having COVID-19-related symptoms. I also expect you to notify me prior to class if you will be missing for COVID-19 or any other health-related reason. If you are well, have no symptoms, and are not required to remain at home for any COVID-19 or other health-related reason, you should attend class and abide by all of the University’s health protocols. Attendance during this time may take many forms due to the various course formats being offered this fall. Importantly, Baylor’s Health Services department on the Waco campus no longer provides notes to ‘excuse’ students from missed classes. Please do not ask Health Services for such documentation.
* Behavior disruptive to the learning of other students during class sessions will not be tolerated. Students engaging in such disruptive behavior may be asked to leave that class session and be given an unexcused absence.

Complete Trainings

* Library Orientation (see syllabus for date/time)
* Trainings from orientation week
  + IPS Training: <https://about.citiprogram.org/en/homepage/>
  + CITI Training: <https://www.baylor.edu/research/index.php?id=940672>
  + Researcher Guidance (confirm with faculty mentor any lab-specific trainings): <https://www.baylor.edu/research/resources/index.php?id=963984>
  + Register for IRBNet: <https://www.baylor.edu/research/resources/index.php?id=963988>
  + Title IX (Required Ignite training for all BU students, may have already completed)

1. Presentation of course reading, facilitation of discussion, and thought papers (60%; 25% for each of 2 Discussion Leader Presentations/Thought Papers; 10% for your Multicultural Presentation)
   * For two different classes during the semester you will be required to serve as a Discussion Leader for the class (50%; 25% per discussion leader). The job of Discussion Leader means that you will share, along with the other Discussion Leaders for the day, the primary responsibility for reviewing, presenting, teaching and evoking discussion about the readings and legal documents assigned for the day. Specific areas to be included are as follows:
2. Textbook Chapter Discussions and Abstracts

* Summary of main information and ideas
* Facilitate class discussion including:
  + Hypothetical or actual case examples
  + Five class discussion questions
* Distribute a 1-2 page abstract of the chapter to class

1. Legal Document Reviews

* Summary of relevant document portions including where the document originates
* Facilitate class discussion including hypothetical or actual case examples
* Distribute outline or table of contents to class

1. Thought Papers

* You will also write a thought paper covering the readings for the classes where you serve as the Discussion Leader. You will receive one grade for both your paper and your leadership of the class discussion. A hard copy of your thought papers should be turned in at the beginning of the class in which you will serve as the Discussion Leader. Thought papers should be 2-3 double-spaced pages. The purpose of the thought paper is for you to demonstrate your ability to think critically and independently about the topic of ethics in clinical practice, as well as to practice communicating your thoughts and reactions on paper in a persuasive and scholarly manner. Please do not simply include what you have read or heard in class in your thought papers. Please attempt to integrate the material and discuss what you think about the topics we have discussed in class. You will also be expected to incorporate 2-3 additional journal articles relevant to your topic (see list of example readings and APApsychnet as a good starting places and consult baylor library search engines here: <https://www.baylor.edu/library/>).

Papers that focus exclusively on the content of the readings or class discussions without including empirical readings and your own individual, unique perspective on the topic will not be graded as highly as those that include such content. Thought papers should end with five questions that you will be able to bring to the class discussion, emerging from your paper and your review of the readings.

2. For the class where we highlight diversity factors in psychological practice, you will prepare a brief presentation on a multicultural topic related to the practice of psychology (10% of your grade). For example, the America Psychological Association has generated a number of practice guidelines for working with diverse clients; however, a host of resources exist to suggest ethical and practical considerations when working with diverse individuals. Each student will select one diversity factor or patient population and present some best practices for working with this population to their peers (e.g., roughly 20 minutes each—15 minutes for main presentation and 5 minutes for discussion questions). Students should prepare 5 discussion questions for their peers and a one-page handout with a list of tips, guidelines and/or resources including the references used for the presentation which are due on the date of their presentation by the beginning of class. Topics must be approved by the instructor ahead of time (see reading schedule for specific dates). Last, students will asked to complete a diversity self-assessment activity to participate in prior to the class that will be discussed as a group. This activity will be distributed in class.

1. Exam (35%)

* The course exam will be a take-home examination that will utilize a multiple-choice and short essay-based format. Exams will be distributed on 7/27/22 and must be **personally** turned in (hard copy) by 9:00 AM on 8/3/22. The exam may contain questions about readings assigned from the beginning of class through 8/3/22 (readings assigned for the day the exam is due).

Grading

|  |  |
| --- | --- |
| Class Participation | 5% |
| Chapter abstracts, Legal document reviews, & Thought papers | 60% |
| Final Exam | 35% |

Letter course grades associated with this course are in accordance with those outlined in Baylor University’s Faculty Handbook.

Letter Grade Total Course Points

A 93-100

A- 90-92

B+ 88-89

B 83-87

B- 80-82

C+ 78-79

C 73-77

C- 70-72

D 60-69

F 0-59

Please note that you will receive the letter grade associated with your exact point total. Extra points (even if it is only 1 point) will not be given. Please do not ask for special considerations.

If a clinical psychology graduate student receives a letter grade lower than a B in a clinical psychology course, the course must be remediated until an acceptable level of performance is achieved by the end of the subsequent semester. Remediation may or may not result in a change of grade for that course.

**Late Assignments**

A late assignment will be penalized 10% of the total possible course points per day it is turned in late (including weekends and breaks). An assignment turned in after class, but on the same date as when the assignment was due, will still receive a 10% late penalty.

# Academic Integrity

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. I expect you, as a Baylor student, to be intimately familiar with the Honor Code at: <http://www.baylor.edu/honorcode/>

**Academic Success**

I believe every student who has been admitted to Baylor can be successful and I want to partner with you to help you thrive academically. Be sure to take advantage of the many resources available for academic success, including coming to see me during my office hours. Students who regularly utilize the great resources in the Paul L. Foster Success Center ([http://www.baylor.edu/successcenter/)](http://www.baylor.edu/successcenter/)%20)  are among my most successful students. If your academic performance in this class is substandard, I will submit an Academic Progress Report to the Success Center so that the team of coordinated care professionals can ensure that you get the help you need.

Importantly, Baylor’s Health Services department on the Waco campus no longer provides notes to “excuse” students from missed classes. Please do not ask Health Services for such documentation.

**Students Needing Accommodations**

Any student who needs academic accommodations related to a documented disability should inform me immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: (254) 710-3605 - Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson.

**Diversity, Equity and Inclusion**

I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to respect, value, and celebrate individual differences in beliefs, values, and identity, and to view those differences as an enhancement to the learning process. I also strive to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community.

**Office of Equity and Title IX**

*Civil Rights Policy* and *Sexual and Interpersonal Misconduct Policy*

Baylor University does not tolerate unlawful harassment or discrimination on the basis of sex, gender, race, color, disability, national origin, ancestry, age (over 40), citizenship, genetic information or the refusal to submit to a genetic test, past, current, or prospective service in the uniformed services, or any other characteristic protected under applicable federal, Texas, or local law (collectively referred to as Protected Characteristics).

If you or someone you know would like help related to an experience involving:

1. Sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please visit [www.baylor.edu/titleix](http://www.baylor.edu/titleix), or contact us at (254) 710-8454, or [TitleIX\_Coordinator@baylor.edu](mailto:TitleIX_Coordinator@baylor.edu).
2. Harassment (excluding those issues listed in #1) or adverse action based on Protected Characteristics, please visit [www.baylor.edu/equity](http://www.baylor.edu/equity), or contact us at (254) 710-7100 or [Equity@baylor.edu](mailto:Equity@baylor.edu).

The Office of Equity and Title IX understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, advocacy services, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.**

Except for Confidential Resources, all University Employees are designated Responsible Employees and thereby mandatory reporters of potential sexual and interpersonal misconduct violations. Confidential Resources who do not have to report include those working in the Counseling Center, Health Center and the University Chaplain, Dr. Burt Burleson.