Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: TBA
Email: Erin.Woodhead@sjsu.edu
Office Hours: Mondays 11:00 – 12:30 and Tuesdays 1 – 2:30
Class Days/Time: Mondays 1:30-4:15
Classroom: DMH 308

Course Description
From Catalog: Consideration of ethical and legal issues related to the professional application of psychology. Designed particularly for students involved in field work.

This course is designed to provide an overview of ethical and legal issues for mental health professionals. Our textbook will provide an overview of relevant issues, while weekly journal articles will provide more in-depth material about particular topics. A case presentation assignment will allow you to present material from your field placements, and a research paper will present an opportunity to explore an ethical issue of interest to you. Class time will be spent in discussion (primarily led by students).

Desire2Learn
Copies of the course materials such as the syllabus, readings, etc. may be found on the D2L website for this course (https://sjsu.desire2learn.com/). I may occasionally use PowerPoint for lectures, though the class will primarily be based on discussion. Any slides I do use will be available on D2L, as well as the articles you will need to read. The slides will serve as an outline only and are not a comprehensive overview of the class lecture or discussion.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:
CLO1: Understand the relevant code of ethics for practicing mental health professionals.

CLO 2: Identify common ethical and legal dilemmas faced by mental health professionals.

CLO 3: Develop an approach to ethical decision making that reflects knowledge of relevant ethics codes and state regulations, and incorporation of patient and therapist perspectives.

CLO 4: Know how to research ethical issues and stay current with regard to ethical guidelines.

CLO 5: Know the requirements for ethical practice of psychotherapy including confidentiality, record-keeping, fees and finances, insurance and managed care, continuing education, reporting requirements, dual or multiple role relationships, scope of practice, research and publication, assessment, requirements for licensure, supervision, sanctions, and other specific issues.

Program Learning Outcomes (PLO)

Upon successful completion of the Master of Science in Clinical Psychology program…

- 1.1: Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

- 1.2: Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

- 2.1: Students will demonstrate effective integration and communication of clinical case material

- 2.2: Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

- 2.3: Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

- 2.4: Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

- 3.1: Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

- 4.1: Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics,
assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases.

- 5.1: Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

**Required Texts/Readings**

**Textbooks**


**Other Readings**

3) *Statutes and Regulations Relating to the Practice of: Professional Clinical Counseling, Marriage and Family Therapy, Educational Psychology, and Clinical Social Work.*

Available from the Board of Behavioral Sciences website:

4) *The California Code of Ethics for Marriage and Family Therapists.*

Available here:
http://www.camft.org/Content/NavigationMenu/AboutCAMFT/CodeofEthicsPartI/default.htm

These two documents are required reading for the course but will not be specifically assigned, and I will not be testing explicitly on CA regulations. Downloading the CA regulations is for your benefit and is a good adjunct to our review of general AAMFT principles. In class we will likely discuss instances when CA regulations and AAMFT principles supplement each other or when one takes precedence over the other.

5) Journal articles are part of the required readings for the course. The journal articles will mostly be selected by you as part of your discussion leader points (see below). If you find other journal articles relevant to our discussion, please send to the class so we can include them in our class discussion.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships,
labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Classroom Protocol**

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during class. Most importantly, please be respectful of your classmates’ opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

**Recording of Class Lectures**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you need/want to record my lecture, please ask me prior to class in order to obtain my consent.
- If you need/want to record the class at a time when active participation of students or guests may be on the recording, permission of those students or guests also needs to be obtained.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the
current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy
This class has a total of 415 points:

1) Case presentation = 75 points

Toward the end of the semester, students will give a case presentation that highlights several ethical issues and raises discussion points about ethics among mental health professionals. You will be asked to present de-identified background information on the client, present the ethical situation, link the ethical situation to our class readings and text, and present the information in a manner that stimulates discussion. Specific requirements for the presentation will be distributed during the semester. I am available to discuss potential cases with you; if you don’t feel that you have a case that would fit for this assignment, please see me so we can discuss other potential case options.

2) Discussion Leader points = 40 points

Since this is a graduate seminar, I ask that students sign up to lead discussion for each class period. We will pick dates on the first day of class. I will start each class by providing a short overview/lecture about the material, and then turn it over to the discussion leader. Points will be based on evidence of reading and integrating the material (10 points), facilitating discussion in other students (10 points), overall preparedness/presentation skills for the discussion (10 points), and provision of 1-2 peer-reviewed articles to supplement the course material for that day (10 points). Articles must be sent to me no later than the end of Tuesday in the prior week. I will upload the articles to D2L on Wednesday for the rest of the class to access. It’s not expected that you use PowerPoint for your discussion. If you decide to use it, please send me a copy of your slides either right before or right after class so I can upload them on D2L for the other students. You will not be able to make up discussion leader points if you’re unable to attend class on the day you’ve signed up for.

3) Final paper = 100 points

The final paper for this course will be a research paper on an ethical issue of your choosing. The case presentation and topic for your final paper can be similar, and you can incorporate de-identified case information into your paper. The paper
should be at least 8 pages (no more than 10), excluding title page and references, and should be in APA style. The assignment will be turned in via an online upload on D2L.

**General guidelines for the paper:** You need to use legitimate references. You can use your textbooks/articles we’ve read in the course, but do not use websites. If you find a good article referred to on the web, get it, read it, and use that original source. Double space all sections of the paper (including references). Use a 12pt font only, and 1 inch margins all around the paper. This is all APA style, the use of which will be part of your paper grade. Please be sure to use the 6th edition of the APA style manual.

**Late policy for the paper:** Papers are due in D2L by the start of class. A paper is considered late if it is not turned in by the start of class. Papers that are 24 hours late will automatically lose 10 points. Papers that are more than 24 hours late will receive no points. The following file types are compatible with the online upload on D2L: doc, docx, and pdf. Please note that D2L has a plagiarism detection system. You will be able to see originality reports for your paper before submitting it. Please take this information seriously, as any evidence of plagiarism will lead to a score of zero on the paper.

4) Exams = 200 points each (midterm and final)

The two exams in this course will be primarily short answer, with some multiple choice items. Each exam will cover half of the course material, including our class discussions and the assigned journal articles. The final exam will not be cumulative. **The final exam will be given on Monday December 17th from 12:15 – 2:30.**

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges
to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

**Student Success and Wellness**

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
Psyc 228 / Professional Ethics, Fall 2012, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>1</td>
<td>8/27/12</td>
<td>Introduction, Syllabus Review</td>
<td>Koocher Ch 1</td>
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<td>2</td>
<td>9/3/12</td>
<td><strong>LABOR DAY HOLIDAY</strong></td>
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<td>3</td>
<td>9/10/12</td>
<td>Ethical Decision Making; Enforcement</td>
<td>Koocher Ch 2 &amp; 3 AAMFT Appendix A</td>
<td>Discussant:</td>
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<td>4</td>
<td>9/17/12</td>
<td>Competence</td>
<td>Koocher Ch 4 AAMFT Ch 4 &amp; 5</td>
<td>Discussant:</td>
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<td>5</td>
<td>9/24/12</td>
<td>Psychotherapy</td>
<td>Koocher Ch 5 &amp; 6 AAMFT Ch 1 &amp; 2</td>
<td>Discussant:</td>
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<td>6</td>
<td>10/1/12</td>
<td>Money &amp; Managed Care</td>
<td>Koocher Ch 7 AAMFT Ch 9</td>
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<td>7</td>
<td>10/8/12</td>
<td>Privacy/Records</td>
<td>Koocher Ch 8 AAMFT Ch 3</td>
<td>Discussant:</td>
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<tr>
<td>8</td>
<td>10/15/12</td>
<td>Assessment</td>
<td>Koocher Ch 9</td>
<td>Discussant:</td>
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<td>9</td>
<td>10/22/12</td>
<td>Midterm (Ch 1-9 plus articles, discussion)</td>
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<td>10</td>
<td>10/29/12</td>
<td>Multiple Roles</td>
<td>Koocher Ch 10, 11, 12</td>
<td>Discussant:</td>
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<td>11</td>
<td>11/5/12</td>
<td>Relationships with Colleagues</td>
<td>Koocher Ch 13 AAMFT Ch 8</td>
<td>Discussant:</td>
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<tr>
<td>12</td>
<td>11/12/12</td>
<td><strong>VETERAN’S DAY HOLIDAY</strong></td>
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<td>11/19/12</td>
<td>Marketing/Public Advertising</td>
<td>Koocher Ch 14 &amp; 15 AAMFT Ch 10</td>
<td>Discussant:</td>
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<td>14</td>
<td>11/26/12</td>
<td>Ethics in Academia</td>
<td>Koocher Ch 16 AAMFT Ch 6</td>
<td>Case presentations</td>
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<tr>
<td>15</td>
<td>12/3/12</td>
<td>Legal System; Other Work Settings</td>
<td>Koocher Ch 17 &amp; 18</td>
<td>Case presentations</td>
</tr>
<tr>
<td>16</td>
<td>12/10/12</td>
<td>Ethical Research Conduct</td>
<td>Koocher Ch 19 AAMFT Ch 7</td>
<td>Final papers due</td>
</tr>
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Monday December 17th 12:15 – 2:30: Final Exam (Ch 10-19 plus articles, discussion)