San José State University
Department of Psychology
PSYC 228, Professional Ethics for Psychologists
Fall 2014

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Wednesdays 12-1pm (in person) and Thursdays 9:30-10:30am (on Canvas) or by appointment
Class Days/Time: Wednesdays 1:30-4:15
Classroom: DMH 308
Prerequisites: Admission to MS Clinical Program and student in good standing

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).

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

CLO1: Be able to cite the relevant code of ethics for practicing mental health professionals, including identification of specific codes.

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: Identify resources for staying current on ethical guidelines.

CLO 5: Identify 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
This course meets PLOs 2.3, 2.4, and 5.1

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

- LLO1: For the LPCC requirements, this course is designed to fulfill category (I): Professional orientation, ethics, and law in counseling, including California law and professional ethics for professional clinical counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

- This course will also cover aspects of the additional LPCC requirements of: (1) Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics, and (2) (9) Child abuse assessment and reporting.

- LLO2: For the MFT requirements, this course includes instruction in California law and professional ethics for marriage and family therapists, including instruction in all of the following areas of study (as specified in BPC Section 4980.36(d)(2)(J)):
  
  (i) Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy.

  (ii) The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including, but not limited to, family law.

  (iii) The current legal patterns and trends in the mental health professions.

  (iv) The psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent.

  (v) A recognition and exploration of the relationship between a practitioner’s sense of self and human values and his or her professional behavior and ethics.

  (vi) Differences in legal and ethical standards for different types of work settings.
(vii) Licensing law and licensing process.

Required Texts/Readings

Textbooks


Other Readings and Resources

3) 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. The two journal articles below are required reading as part of our syllabus. A permalink will be provided to the articles on Canvas:


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


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


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.

This book is not required for the course, though I am listing it here because it’s where most of my lecture material will come from. I opted not to make it a required text because it is quite expensive and is now somewhat out of date. I would recommend it though if you are looking for a comprehensive ethics book for your shelf.

Course Requirements and Assignments

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. More details about student workload can be found at http://www.sjsu.edu/senate/docs/S12-3.pdf.

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.

For all the assignments below, please note that my policy is to not accept late work for any reason unless we have discussed it beforehand.

This class has a total of 305 points:

1) 2 Exams (midterm and final) = 50 points each (assesses CLOs 1-5)

   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 during the assigned final exam time for this class.

2) 11 Case Study Quizzes = 10 points each (assesses CLOs 1-3, and 5)

   At the start of most classes you will be given a short quiz that involves responding to a vignette. The vignette will include ethical issues that are relevant to the reading for that class period. You will be asked to read the vignette, identify the relevant ethical issues, and write a short response to how you would handle the ethical situation. After turning in the quizzes, we will discuss our responses as a class and review appropriate actions for the ethical issue in question. You will not be able to make-up this quiz if you arrive late to class.

2) Discussion Leader points = 20 points (assesses CLO 3)

   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. Discussion leaders are expected to add to the lecture/class discussion by raising questions or
interesting points about the readings. You should come prepared to class with
questions, though your grade will be based on evidence of reading and integrating
the material (5 points), facilitating discussion among students (10 points), and
overall preparedness/presentation skills for the discussion (5 points). It’s not
expected that you turn in your questions as discussion leader. 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 (50 points) and Presentation (25 points; assesses CLOs 1-4)

The final paper for this course will be a literature review on an ethical issue of
your choosing. 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 Canvas.

**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 via upload to Canvas by the start of
class (1:30pm). 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 Canvas: doc, docx, and pdf. Please note that
Canvas 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.

**Grading Policy**

Final Grades: Your final letter grade will be based on a percentage obtained by dividing
your points by the total points for this course (305 points). I will use the following
grading rubric. Please note that I do not round your grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.0-100%</td>
</tr>
<tr>
<td>A</td>
<td>93.0-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67.0-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63.0-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% or less</td>
</tr>
</tbody>
</table>
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.

University Policies

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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate 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. Such 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.”

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 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 Integrity 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital
still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
# Psyc 228 / Professional Ethics, Fall 2014, Course Schedule

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27/14</td>
<td>Introduction, Syllabus Review, Discussion of General Ethical Guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/3/14</td>
<td>Ethical Decision Making; Enforcement</td>
<td>AAMFT Appendix A; CAMFT Code; J&amp;K Ch. 4, 6, 9</td>
<td>Discussant: Case Study Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>9/10/14</td>
<td>Competence</td>
<td>AAMFT Ch 4 &amp; 5; J&amp;K Ch. 15, 21, 31</td>
<td>Discussant: Case Study Quiz 2</td>
</tr>
<tr>
<td>4</td>
<td>9/17/14</td>
<td>Psychotherapy</td>
<td>AAMFT Ch 1 &amp; 2; J&amp;K Ch. 3, 5, 11, 16, 28</td>
<td>Discussant: Case Study Quiz 3</td>
</tr>
<tr>
<td>5</td>
<td>9/24/14</td>
<td>Money &amp; Managed Care</td>
<td>AAMFT Ch 9; Trelour (2010); Rupert &amp; Baird (2004)</td>
<td>Discussant: Case Study Quiz 4</td>
</tr>
<tr>
<td>6</td>
<td>10/1/14</td>
<td>Privacy/Records</td>
<td>AAMFT Ch 3; J&amp;K Ch. 7, 8, 12, 22, 27, 35</td>
<td>Discussant: Case Study Quiz 5</td>
</tr>
<tr>
<td>7</td>
<td>10/8/14</td>
<td>Midterm</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>10/15/14</td>
<td>Assessment</td>
<td>J&amp;K Ch. 23, 26</td>
<td>Discussant: Case Study Quiz 6</td>
</tr>
<tr>
<td>9</td>
<td>10/22/14</td>
<td>Multiple Roles Part I: Definitions, Friendships, Boundaries</td>
<td>J&amp;K Ch. 1, 2, 14, 20, 30</td>
<td>Discussant: Case Study Quiz 7</td>
</tr>
<tr>
<td>10</td>
<td>10/29/14</td>
<td>Multiple Roles Part II: Attraction and Romance</td>
<td>J&amp;K Ch. 17, 19, 36</td>
<td>Discussant: Case Study Quiz 8</td>
</tr>
<tr>
<td>11</td>
<td>11/5/14</td>
<td>Relationships with Colleagues</td>
<td>AAMFT Ch 8; J&amp;K Ch. 18, 24, 33, 34</td>
<td>Discussant: Case Study Quiz 9</td>
</tr>
<tr>
<td>12</td>
<td>11/12/14</td>
<td>Ethics in Academia; Marketing/Public Advertising</td>
<td>AAMFT Ch 6 and 10; J&amp;K Ch. 25, 32</td>
<td>Discussant: Case Study Quiz 10</td>
</tr>
<tr>
<td>13</td>
<td>11/19/14</td>
<td>Legal System; Other Work Settings</td>
<td>J&amp;K Ch. 10, 13, 29, 38</td>
<td>Discussant: Case Study Quiz 11</td>
</tr>
<tr>
<td>14</td>
<td>11/26/14</td>
<td>Paper presentations</td>
<td>None</td>
<td></td>
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<tr>
<td>15</td>
<td>12/3/14</td>
<td>Paper presentations</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/10/14</td>
<td>TBA – possible date for CAMFT webinar</td>
<td>Final papers due via Canvas upload by 1:30pm</td>
<td></td>
</tr>
</tbody>
</table>
Final Exam (non-cumulative): Date and time TBA