San José State University
Department of Psychology
PSYC 228, Professional Ethics for Psychologists
Fall 2017

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
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Email: Erin.Woodhead@sjsu.edu
Office Hours: Thursdays 1:45-3:45pm
Class Days/Time: Tuesdays 12:00-2:45pm
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.

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,
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)

- 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**

1) Johnson, W. B., & Koocher, G. P. (2011). *Ethical conundrums, quandaries and
   predicaments in mental health practice: A casebook from the files of experts*. New York:
   Oxford.
Other Readings and Resources

2) The two journal articles below are required reading as part of our syllabus. A permalink will be provided to the articles on Canvas. If you find other journal articles relevant to our discussion, please send to the class so we can include them in our class discussion.


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


4) 2014 *American Counseling Association (ACA) Code of Ethics*


This document is relevant to you if you’re interesting in pursuing the LPCC license. We will discuss both the ACA and CAMFT ethics codes in class.

5) *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: http://www.bbs.ca.gov/pdf/publications/lawsregs.pdf

Downloading the CA regulations is for your benefit and is a good adjunct to our review of general CAMFT/ACA principles. In class we will likely discuss instances when CA regulations and CAMFT/ACA principles supplement each other or when one takes precedence over the other.

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 300 points:

1) 2 Exams (midterm and final) = 60 points each (assesses CLOs 1-5)

   The two exams in this course will include 15 multiple choice items and three vignettes worth 15 points each. 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) 10 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 = 15 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 (5 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) Group presentation = 35 points (assesses CLOs 3 and 4)
For this assignment you will be divided into groups of 2 students each and asked to present a “decision tree” for a specific ethical issue. This presentation should reference relevant literature and ethics codes. Your ultimate goal is to provide your peers with a step-by-step guide about what to do in a certain ethical scenario. You are expected to provide at least one vignette during the presentation to demonstrate the decision tree. We will talk more about this assignment as the semester progresses.

4) Final paper = 50 points (assesses CLOs 1-3)

The final paper for this course will be an analysis of the ethical issues in a movie of your choice. The paper should be no longer than 6 pages (excluding title page and references). The paper should be in APA style and will be turned in via an online upload on Canvas. No abstract is needed for the paper.

**General guidelines for the paper:** A rubric with specific details for the paper will be provided on Canvas. In terms of references, please use peer-reviewed articles. You can use your textbooks/articles we’ve read in the course, but do not use websites. You should reference articles that are relevant to the ethical issues you find in the movie (i.e., dual relationships, managed care, etc.). 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 on the due date (12:00pm). 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 (300 points). I will use the following grading rubric. Please note that I do not round your grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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>
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<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>
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<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>
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<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 expected. If you do not attend classes, you will 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

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
## Psyc 228 / Professional Ethics, Fall 2017, 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>8/29/17</td>
<td>Introduction, Syllabus Review, Discussion of Codes and General Ethical Guidelines</td>
<td>ACA Code; CAMFT Code</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/5/17</td>
<td>Ethical Decision Making; Enforcement</td>
<td>J&amp;K Ch. 4, 6, 9</td>
<td>Discussant: Case Study Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>9/12/17</td>
<td>Competence</td>
<td>J&amp;K Ch. 15, 21, 31</td>
<td>Discussant: Case Study Quiz 2</td>
</tr>
<tr>
<td>4</td>
<td>9/19/17</td>
<td>Psychotherapy</td>
<td>J&amp;K Ch. 3, 5, 11, 16, 28</td>
<td>Discussant: Case Study Quiz 3</td>
</tr>
<tr>
<td>5</td>
<td>9/26/17</td>
<td>Money &amp; Managed Care; Practice vignettes for the midterm</td>
<td>Trelour (2010); Cohen, Marecek, &amp; Gillham (2006)</td>
<td>Discussant: Case Study Quiz 4</td>
</tr>
<tr>
<td>6</td>
<td>10/3/17</td>
<td>Privacy/Records</td>
<td>J&amp;K Ch. 7, 8, 12, 22, 27, 35</td>
<td>Discussant: Case Study Quiz 5</td>
</tr>
<tr>
<td>7</td>
<td>10/10/17</td>
<td><strong>Midterm</strong></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>10/17/17</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>10/24/17</td>
<td>Multiple Roles Part I: Definitions, Friendships, Boundaries</td>
<td>J&amp;K Ch. 1, 2, 14, 20, 30</td>
<td>Discussants: Case Study Quiz 7</td>
</tr>
<tr>
<td>10</td>
<td>10/31/17</td>
<td>Multiple Roles Part II: Attraction and Romance</td>
<td>J&amp;K Ch. 17, 19, 36</td>
<td>Discussants: Case Study Quiz 8</td>
</tr>
<tr>
<td>11</td>
<td>11/7/17</td>
<td>Relationships with Colleagues</td>
<td>J&amp;K Ch. 18, 24, 33, 34</td>
<td>Discussant: Case Study Quiz 9</td>
</tr>
<tr>
<td>12</td>
<td>11/14/17</td>
<td>Ethics in Academia; Marketing/Public Advertising; Legal System; Other Work Settings</td>
<td>J&amp;K Ch. 10, 13, 25, 29, 32, 38 CAMFT Article on Advertising</td>
<td>Discussant: Case Study Quiz 10</td>
</tr>
<tr>
<td>13</td>
<td>11/21/17</td>
<td>Catch-up day/vignette practice</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/28/17</td>
<td>Group presentations</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/5/17</td>
<td>Group presentations</td>
<td>None</td>
<td><strong>Final papers due via Canvas upload by start of class (12:00pm)</strong></td>
</tr>
</tbody>
</table>

**Final Exam (non-cumulative): Wednesday December 13th 9:45-12:00**