



Course: PSY6531 Ethics and Professional Development
School: California School of Professional Psychology
Term and Year: Fall 2012
Instructor: Jackie Parke, Psy.D. (Note: formerly Jackie Moonilal, Psy.D.)
Office Hours: By appointment
Grading: Letter grades
Course Units: 1 Unit

I. Rationale

Throughout the Psy.D. Program, it is essential for students to learn about and to be able to address ethical and legal issues that pertain to clinical psychology in a thoughtful, informed, and effective fashion. Ethics and Professional Development is a two-semester course offered in the first year. The content of this course is supplemented by the ethics sections of other courses: Clinical Interviewing, Intercultural Processes and Human Diversity, Psychodiagnostic Assessment, Clinical Interventions, Clinical Electives, Research and Test Design, Field-Based Practicum, Internship, and Professional Roles, Ethics and Supervision.

The faculty of the Psy.D. Program has established Program Competencies or Learning Outcomes for students. This course addresses Competency #3: Professional Conduct. *Students will demonstrate knowledge of the ethical and legal practice of psychology and an ability to apply that knowledge appropriately in professional situations.*

II. Course Description, Purpose, Student Learning Outcomes, and Assessment

A. Course Description

The course is an introduction to the Ethical Code of the American Psychological Association, the respective laws and regulations of the State of California, ethical reasoning and decision making, professional attitudes and demeanor related to the practice of psychology, and to the Clinical Psy.D. Program's curriculum, policies, and procedures. The time spent in this seminar can be considered time for absorbing some critical foundations toward one's identity as a professional psychologist. During the year, students shall acquire the understandings of both the constraints and the aspirations under which the profession functions. They will do so in a fashion that equips the learner for entry into the practicum experience and provides the basic skills and attitudes that shape conduct as a professional psychologist. In addition, students will learn about the Clinical Psy.D.'s curriculum, policies, and procedures.

B. Purpose of the Course

By the end of the two-semester course, students will be aware of critical ethical and legal issues in the practice of psychology and also be able to analyze challenging and problematic situations and create appropriate behavioral responses. In addition, students will learn about the curriculum in general and policies and procedures within the Clinical Psy.D. Program, have an opportunity to

discuss any issues or concerns about the Program or the profession, learn about the matching process for Clinical Practicum, begin to consider the Clinical Dissertation, and develop an understanding of the importance of lifelong learning for psychology practitioners.

C. Specific Learning Outcomes

Upon completion of the Fall semester, students will:

1. have an initial understanding of the *Ethical Principles of Psychologists and Code Of Conduct of the American Psychological Association, 2002*;
2. have an initial understanding of selected California laws that pertain to the practice of psychology;
3. be familiar with CSPP and AIU policies and procedures that promote professional attitudes and behavior;
4. have developed skills in identifying, analyzing, and acting in regard to ethical and legal issues in the practice of psychology in a multicultural society; and
5. have developed skills in distinguishing among laws, codes of ethics, state regulations, culturally-based values, and personal beliefs.

Instructional Strategy

Readings, discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgment, positive interpersonal skills, and attitudes, and analysis of vignettes will be used to foster specific learning outcomes.

Class Component on Multicultural Issues

The course addresses multicultural issues through multiple ways: readings that address issues of diversity or cultural context in regard to ethics; class discussions of the readings; and diversity-sensitive application of concepts to multicultural vignettes.

Description of Course Requirements and Assessment Methods

Students are expected to read the assigned materials before coming to class and be prepared to discuss the readings and apply them to class discussions and case vignettes. Class participation is required and constitutes part of the final grade. Sharing ideas and engaging in intellectual dialogue are requirements of the course and constitute an integral part of preparation to be a psychologist. Participation in class discussion is an important component for evaluating student competence. Through participation, students also contribute to others' learning and advance their own personal understanding. It is one way in which students are able to demonstrate mastery of class material, course specific objectives, and the ability to engage in problem solving and professional learning behaviors.

If speaking in class is difficult for anyone, the student should inform the instructor and work with her to find a possible alternative means for satisfying this requirement. No one should hesitate to interact with the instructor as needed to help meet this requirement.

The final semester grade is determined by the following weighting of examinations and class participation:

Class attendance and participation:	20% of grade (up to 20 points)
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Exam #2:	40% of grade (up to 40 points)

Several criteria will be used by the instructor to assess the student's performance, including the following. Does the student:

1. Demonstrate a clear understanding of the course concepts when speaking and writing?
2. Apply the course concepts to case vignettes and professional dilemmas in appropriate and thoughtful ways?
3. Show sufficient effort to think through the issues and present ideas that are well developed?
4. Demonstrate sensitivity to issues of diversity and to cultural context when discussing or applying course concepts?
5. Submit written assignments that are written in APA style, well organized, grammatically correct, and proofread?

Class Participation Rubric

- 20 points: Student arrives on time, stays until class is dismissed and actively participates in 90% or more of classes
- 18 points: Student arrives on time, stays until class is dismissed and actively participates in 85% or more of classes
- 16 points: Student arrives on time, stays until class is dismissed and actively participates in 80% or more of classes
- 14 points: Student arrives on time, stays until class is dismissed and actively participates in 75% or more of classes
- 12 points: Student arrives on time, stays until class is dismissed and actively participates in 70% or more of classes
- 0 points: Student actively participates in less than 70% of classes

Grading Scale

A 93–100 points	B- 80–82 points	D 60–69 points
A- 90–92 points	C+ 78–79 points	F < 60 points
B+ 88–89 points	C 73–77 points	
B 83–87 points	C- 70–72 points	

III. Policies and Procedures: Behavioral Expectations/Attendance

Policies Related To Class Attendance, Lateness to Class, Late Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences including class notes and assignments. When an absence is necessary, students should contact the instructor as soon as possible. The student should get notes from another student who attended the class. See the University Catalog for the complete policy on attendance. More than two absences per semester may result in a “Mid-Semester Statement of Concern” and additional absences could result in “No Credit” in the course and a referral to the Psy.D. Program Student Evaluation and Review Committee (SERC).

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Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

Resources for Obtaining Tutoring or Other Student Support Services

Tutors may be available to help students with course-based needs. Contact the Director of Student Support Services, Stephanie Byers-Bell for information on obtaining tutoring or other student support services.

Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. The APA Ethical Codes and the AIU Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

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Disability Accommodations Request

If you need disability-related accommodations in this class, please see the instructor privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter

of support from Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

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Problem Solving Resources

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Grade Appeal Policy

The Alliant Grade Appeal Policy can be found on the Alliant Portal. Students who wish to appeal their grade must carefully review this policy and proceed in a timely manner. You need to start the process soon after the grade is posted by our Registrar. The Program further requires that before initiating a grade appeal students must first attempt to informally resolve the matter and/or any related problems directly with the instructor and then, if applicable, any course coordinator. These attempts will need to be documented as part of the grade appeal process.

Required Texts (To Be Purchased)

Bersoff, D. N. (ed.), (2008). *Ethical Conflicts in Psychology* (4th ed.). Washington, D.C.: American Psychological Association.

Corey, G., Corey, M.S., & Callanan, P. (2011). *Issues and Ethics in the Helping Professions* (8th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Required Texts (Can Be Downloaded)

Alliant International University (2011). *2011-2012 Graduate student handbook*. Found through AIU Portal ("myAlliant") at https://my.alliant.edu/ICS/icsfs/Graduate_Handbook_2011-12.pdf?target=735b2e30-f004-4384-ad40-684622218cc0

Alliant International University (2011). *University Catalog*. San Francisco, CA. Can be viewed online on the Alliant website at <http://catalog.alliant.acalog.com/>

American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Can be viewed online or downloaded as a PDF at the APA website <http://www.apa.org/ethics/code/>

California Department of Consumer Affairs, Board of Psychology. *Laws and Regulations Relating to the Practice of Psychology* (2012). Sacramento, CA. Can be viewed online or

downloaded as a PDF at the Board of Psychology website
<http://www.psychboard.ca.gov/lawsregs/>

Official California Legislative Information (undated). Evidence Code of the State of California. Sacramento, CA. Can be reviewed online at
<http://leginfo.legislature.ca.gov/faces/codes.xhtml>

Additional Required Readings

American Psychological Association Committee on Legal Issues (2006). Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. *Professional Psychology: Research and Practices*, 37, 215 - 222.

American Psychological Association (2007). Record keeping guidelines. *American Psychologist*, 62(9), 993 -1004.

American Psychological Association Committee on Legal Issues (2010). 2010 Amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct." *American Psychologist*, 65(5), 493.

Board of Psychology (2001). For your peace of mind: A consumer guide to psychological services. California Board of Psychology.

Ebert, B.W. (1997). Informed consent. *Board of Psychology Update* (January issue).

Ewing, C.P. (2005). Tarasoff reconsidered. *Monitor on Psychology* (July/August issue). American Psychological Association.

Harmell, P.H. (1998). HIV and AIDS: Duty to warn status. *The Los Angeles Psychologist* (January/February issue). Los Angeles County Psychological Association.

Harmell, P.H. (2002). Domestic violence and child abuse – Mandated report? *The Los Angeles Psychologist* (March/April issue). Los Angeles County Psychological Association.

Harmell, P.H. (2003). Clarification of record keeping in private-practice settings. *Board of Psychology Update* (March issue).

Pope, K. S. & Gutheil, T. G. (2009). Psychologists abandon the Nuremberg ethic: Concerns for detainee interrogations. *International Journal of Law and Psychiatry*, 32, 161.

UCLA Placement and Career Planning Center, Guidelines for an effective resume.

Weekly Topics and Reading Assignments

Week 1: August 27

Objectives: To become aware of the overall plan and objectives of the course
To provide an introduction to the ethical context of CSPP PsyD students

Reading Due: None
In-class: Introductions and in-class survey
Review of Syllabus

Week 2: September 3 – No Class (Labor Day Holiday)

Week 3: September 10

Objectives: To be aware of selected ethical and professional issues that are applicable to newly-enrolled graduate students at CSPP at AIU
To examine the general relationship between ethics and the law
To consider a rationale for ethical decision-making
To discuss the function of state regulatory boards

Reading Due: Corey et al. (2007) Chapter 1
Ethical Principles of Psychologists and Code of Conduct (APA, 2002)
APA Committee on Legal Issues (2010)
Pope & Gutheil (2009)

Week 4: September 17

Objectives: To be aware of selected ethical and professional issues that are applicable to newly-enrolled graduate students at CSPP at AIU (continued)
To examine the notion of the psychologist as person and a professional

Reading Due: Corey et al. (2007) Chapter 2
Graduate Student Handbook, pp. 56-106 to include the following sections:

- Student Rights and Responsibilities
- Student Code of Conduct and Ethics: Academic (Honor Code)
- Student Code of Conduct and Ethics: Non Academic
- Problem Solving Procedures, Informal Dispute Resolution Guidelines, and Procedures for Processing Student Complaints or Grievances
- Student Evaluation and Review Committee (SERC)
- Administrative Policies and Consumer Information

Week 5: September 24

Objectives: To examine the role of values in professional relationships and interaction

Reading Due: Corey et al. (2007) Chapter 3
APA (2002) "General Principles" and Standards 1.01-1.08

Week 6: October 1

Objectives: To examine the ways in which multicultural sensitivity and awareness are important in ethical practice
To discuss some often-overlooked aspects of diversity: religion/spirituality and disability

Reading Due: Corey et al. (2007) Chapter 4
APA (2002) "General Principles"

Week 7: October 8

Objectives: To understand informed consent and be able to create a consent form for psychological services
To know about the treatment of minors without parental consent
To know the mandate of the Board of Psychology: Consumer protection

Reading Due: Corey, et al. (2007) Chapter 5, only pp. 156-172 and 180-192
Bersoff (2008), pp. 329-341
Ebert (1997)
Board of Psychology (2001)
APA (2002) Standards 3.10, 8.02, 9.03, 10.01

Week 8: October 15

Objectives: To know the ethics and laws associated with record keeping and record management
To understand HIPPA and know how to appropriately exchange sensitive professional information

Reading Due: Corey, et al. (2007) Chapter 5, only pp. 172-180
Bersoff (2008), pp. 536-545
Harmell (2003)
APA (2002) Standards 6.01, 6.02, 6.03
Board of Psychology (2012) Business and Professions Code 2919 (pp.54)

Week 9: October 22

Objectives: To understand the ethics and laws associated with privacy, confidentiality, and privilege
To understand the ethical, legal, and clinical issues involved in subpoenas

Reading Due: Corey, et al. (2007) Chapter 6, pp. 208-229 only
Bersoff (2008), pp. 159-168, 192-202, and 293-298
APA (2002) Standards 4.01 – 4.07
Board of Psychology (2012) Evidence Codes 1010-1027 (pp. 211-216)

Week 10: October 29

Objectives: To understand exceptions to confidentiality (Part I): Duty to warn and protect when a client is a danger to others (homicidality)

Reading Due: Corey, et al. (2007) Chapter 6, pp. 230-240 and 257-263 only
Bersoff (2008) pp. 515-522, 169-191, and 207-214
Ewing (2005)
Harmell (1998)
APA (2002) Standard 4.05
California Civil Code 43.92
(online at <http://leginfo.legislature.ca.gov/faces/codes.xhtml>)

*** TAKE-HOME MIDTERM DUE *****Week 11: November 5**

Objectives: To understand exceptions to confidentiality (Part II): Duty to protect when a client is a danger to themselves (suicidality)

Reading Due: Corey, et al. (2007) Chapter 6, pp. 240-250 only
Bersoff (2008) pp. 342-345
APA (2002) Standard 4.05

Week 12: November 12 – No Class (Veterans Day Holiday)**Week 13: November 19**

Objectives: To understand exceptions to confidentiality (Part III): Duty to report abuse or neglect

To understand ethical, legal, and clinical issues associated with mandated reporting when working with minors, dependent adults, and the elderly

Reading Due: Corey, et. al (2007) Chapter 6, pp. 250-257
Harmell (2002)
Go to http://www.teenhealthlaw.org/child_abuse_reporting/
and read the document *The California Child Abuse & Neglect Reporting Law: Issues and Answers for Mandated Reporters* (a PDF provided by the California Department of Social Services Office of Child Abuse Prevention)
APA (2002) Standard 4.05
Board of Psychology (2012) Welfare and Institutions Code Chapter 11
(pp. 192-209)

Week 14: November 26

Objectives: To understand how to create and refine a curriculum vitae

Reading Due: UCLA Placement and Career Planning Center, *Guidelines for an effective resume*

Write a draft of your curriculum vitae and bring to class

Week 15: December 3

Objectives: To understand how to create and refine a curriculum vitae (continued)

To understand how to write a cover letter

To prepare for practicum applications and interviews

Reading Due: None

Week 16 – December 10

FINAL EXAM



Course: PSY6531 Ethics and Professional Development
School: California School of Professional Psychology
Term and Year: Spring 2013
Grading: Letter grades
Course Units: 1 Unit
Instructor: Jackie Parke, Psy.D. (Note: formerly Jackie Moonilal, Psy.D.)
Office Hours: By appointment

I. Rationale

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B. Purpose of the Course

By the end of the two-semester course, students will be aware of critical ethical and legal issues in the practice of psychology and also be able to analyze challenging and problematic situations and

create appropriate behavioral responses. In addition, students will learn about the curriculum in general and policies and procedures within the Clinical Psy.D. Program, have an opportunity to discuss any issues or concerns about the Program or the profession, learn about the matching process for Clinical Practicum, begin to consider the Clinical Dissertation, and develop an understanding of the importance of lifelong learning for psychology practitioners.

C. Specific Learning Outcomes

Upon completion of the Spring semester, students will:

1. be familiar with the Ethics Code of the American Psychological Association;
2. be aware of selected California laws that pertain to the practice of psychology;
3. know the CSPP and AIU policies and procedures that promote professional attitudes and behavior;
4. have improved skills in identifying, analyzing, and responding to ethical and legal issues in the practice of psychology in a multicultural society; and
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Instructional Strategy

Readings, discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgment, positive interpersonal skills, and attitudes, and analysis of vignettes will be used to foster specific learning outcomes.

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American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Can be viewed online or downloaded as a PDF at the APA website <http://www.apa.org/ethics/code/>

California Department of Consumer Affairs, Board of Psychology. *Laws and Regulations Relating to the Practice of Psychology* (2012). Sacramento, CA. Can be viewed online or downloaded as a PDF at the Board of Psychology website <http://www.psychboard.ca.gov/lawsregs/>

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- Harmell, P.H. (2002). Domestic violence and child abuse – Mandated report? *The Los Angeles Psychologist* (March/April issue). Los Angeles County Psychological Association.
- Knapp, S., & VandeCreek, L. (2008). The Ethics of Advertising, Billing, and Finances in Psychotherapy. *Journal of Clinical Psychology*, 64, 613–625.
- Pope, K. S. & Keith-Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences. *Journal of Clinical Psychology*, 64, 638–652.
- Spengler, P. M., White, M. J., Ægisdóttir, S., Maugherman, A. S., Anderson, L. A., & Cook, R. S. (2009a). The meta-analysis of clinical judgment project: Effects of experience on judgment accuracy. *The Counseling Psychologist*, 37, 350–399.
- Spengler, P. M., White, M. J., Ægisdóttir, S., & Maugherman, A. S. (2009b). Time keeps on ticking: The experience of clinical judgment. *The Counseling Psychologist*, 37, 416–423.
- Walfish, S., & Barnett, J. E. (2009). How independent practitioners earn money. In S. Walfish, & J. E. Barnett, (Eds.). *Financial success in mental health practice: Essential tools and strategies for practitioners* (pp. 197-209). Washington, DC: American Psychological Association.

Weekly Topics and Reading Assignments

Week 1: January 28

- Objectives:* To become aware of the overall objectives and plan for the course
To understand exceptions to confidentiality (Part III): Duty to report abuse or neglect
To understand ethical, legal, and clinical issues associated with mandated reporting when working with minors, dependent adults, and the elderly
- Reading Due:* Corey, et. al (2007) Chapter 6, pp. 250-257
Harmell (2002)
Go to http://www.teenhealthlaw.org/child_abuse_reporting/ and read the document *The California Child Abuse & Neglect Reporting Law: Issues and Answers for Mandated Reporters* (a PDF provided by the California Department of Social Services Office of Child Abuse Prevention)
APA (2002) Standard 4.05
Board of Psychology (2012) Welfare and Institutions Code Chapter 11 (pp. 192-209)

Week 2: February 4

Objectives: To be able to identify and understand the controversies and ethical dilemmas associated with professional boundaries

Reading Due: Corey et al., pp. 260–279
Pope & Keith-Spiegel (2008)

Week 3: February 11

Objectives: To be able to formulate an ethical position on bartering, gifts, and in dealing with sexual attractions in client-therapist relationships

Reading Due: Corey et al., pp. 279—310

Week 4: February 18 – No Class (Presidents’ Day)**Week 5: February 25**

Objectives: To be aware of the ethical requirements and controversies associated with professional competence

Reading Due: Corey, et al., Chapter 8
Spengler et al. (2009a)
Spengler et al. (2009b)

Week 6: March 4

Objectives: To be aware of the legal and ethical requirements of supervision
To identify the ethically relevant multicultural issues associated with supervision
To be aware of the ethical considerations associated with multiple roles and relationships

Reading Due: Corey et al., Chapter 9

Midterm Exam Review at 5:30pm with Crystal Quarry

Week 7: March 11**MIDTERM EXAM****Week 8: March 18 – No Class (Spring Break)****Week 9: March 25**

Objectives: To understand legal and ethical issues regarding chronic mental illness

Reading Due: TBD

Week 10: April 1

Objectives: To be familiar with current thinking on ethical business practices in professional psychology

Reading Due: Knapp & VandeCreek (2008)
Walfish & Barnett (2009)

Week 11: April 8

Objectives: To be able to develop an approach to psychological assessment, case conceptualization, and goal setting that is consistent with ethical and legal requirements

To be aware of the ethical challenges associated with managed care

To understand the ethical requirements of research and scholarly work

Reading Due: Corey et al., Chapter 10

Week 12: April 15

Objectives: To understand the legal and ethical issues regarding substance abuse treatment

Reading Due: TBD

Week 13: April 22

Objectives: To be able to apply ethical reasoning to couples and family therapy

Reading Due: Corey et al., Chapter 11

Week 14: April 29

Objectives: To understand ethics as it applies to group therapy

Reading Due: Corey et al., Chapter 12

Week 15: May 6

Objectives: To be able to apply ethics to community psychology

Reading Due: Corey et al., Chapter 13

Final Exam Review with Crystal Quarry at 5:30pm

Week 16 – May 13

FINAL EXAM