

**Psychology 610: Ethics**  
**Fall 2019**  
**Wednesday 12-1:50**  
**Straub 331**

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**Course Description:**

The focus of this course will be on the ethical and professional issues facing clinical psychologists, although issues encountered by academic and research psychologists will be included as well. The course includes foundational knowledge in ethics, as well as models for ethical decision-making. The primary goal of the course is to provide students with the opportunity to develop the commitment, knowledge, and skills necessary for ethical decision-making.

This is not a traditional lecture class. Developing as an ethical professional is an active process that requires your engagement with the material. My role is not to tell you what was important in what you read. Rather, we will help each other explore the readings and topics together, share our reactions and thoughts, and help each other develop as ethical professionals. Being an ethical professional is more than just adhering to minimum standards of practice, protecting yourself from licensing board complaints or litigation, or being universally rigid and inflexible in one's interpretation of ethical issues. It is about learning to adopt and integrate the standards, codes, and regulations that govern our practice in a way that reflects the values and principles of our profession.

**Course Objectives:**

1. To become familiar with the American Psychological Association's Code of Ethical Conduct
2. To get an introduction to relevant Oregon State statutes and Federal laws (i.e., HIPAA, FERPA) governing the practice of psychology
3. To become familiar with relevant professional guidelines established by the profession
4. To become familiar with models of ethical decision making
5. To apply the ethics code, state statutes, and relevant professional guidelines to issues faced by psychologists in practice, research, and teaching/training
6. To foster critical thinking skills as they relate to dilemmas faced in psychological practice, research, and teaching/training
7. To practice ethical decision-making

**Readings:**

Fisher, C.B. Decoding the Ethics Code: A Practical Guide for Psychologists 4th Ed. (2017). Sage Publications.

## Course Requirements and Grading:

### Class Participation:

Students are expected to attend class, complete assigned readings, submit a typed response paper to an instructor-selected vignette (prior to class), submit a typed discussion topic based on the week's assigned reading (prior to class), and participate in class discussions.

Class participation can include many behaviors, including but not limited to:

- Respecting others (including not interrupting) by discussing to learn rather than 'win' arguments
- Listening with mindful attention
- Encouraging and supporting the contributions of others
- Clarifying what others have said when you are confused or have doubts
- "Punctuating" the discussion by summarizing or pointing out relevant issues
- Asking questions that clarify or that extend the point made by others
- Stepping up/Stepping back: be aware of the need to hear from everyone and consider whether you should contribute more or let others have an opportunity to contribute
- Support your statements by applying principles, course material, or data
- Focus on ideas, not individuals in the language you use to challenge a point made by others
- Approach your own previous contributions with an open, critical attitude
- Exploring the implications of other contributions: taking the "next step"
- Furthering the discussion by presenting an alternative view or direction

Starting in Week 2, you will submit one discussion topic that you generate from the assigned reading, as well as a typed 1-page (double-space) response paper to a vignette that I assign from the vignettes listed at the end of the chapter(s). The discussion topic and response paper will be submitted to me via email by Monday at 5 pm. You can submit them as a single document attached to the email. Your discussion topic and response paper for the assigned discussion topic should be thoughtful and reflect your knowledge and consideration of the assigned reading.

Class attendance and participation are worth up to 2 points each week for 10 weeks (20 total points), a weekly submitted discussion topic is worth up to 2 points each week for 9 weeks (18 total points), and a weekly 1-page response paper is worth up to 5 points for 7 weeks (35 total points). You do **NOT** have to submit a response paper on weeks you are preparing a supplementary presentation (discussed below).

### Supplemental Presentation:

Students will present on two topics during the course. You will prepare a supplementary presentation to further elaborate on and discuss a specific ethical area related to the general topic or APA ethical standard for the week. For your first presentation, you will be paired with another student in the course to prepare and present. For the second presentation, you will prepare and present on your own. These supplementary presentations could include (but aren't limited to) some combination of: additional scholarly articles summarized in a didactic presentation, handouts, class exercises, case vignettes, interviews with experts, websites, news stories, guest speakers with specific expertise, and/or relevant video. Be creative and innovative, but focus on the **ethical issues** related to the specific topic you choose. You should read scholarly sources on your chosen topic and include selected and relevant content from your background reading in your presentations. Your presentations should be professional and well-prepared. Approximately one hour of class time will be devoted to supplementary presentations for the chosen topic. I have provided a list of specific topics that you may choose from for your supplementary presentation. Let me know if you have difficulty

finding materials for your topic or need additional guidance. Your first presentation (done as part of a pair) is worth 15 points, the second presentation (done solo) is worth 25 points.

### Case Analysis:

Students will complete one written case analysis for a vignette and readings that I provide. The case analysis provides an opportunity to apply and practice ethical decision making. The case analysis is worth 30 points. I will provide additional details on this assignment later in the term.

### Course Grades

Class Attendance & Participation (10 weeks)	20 points
Discussion Topics (9 weeks)	18 points
Response Papers (7 weeks)	35 points
Paired Supplementary Presentation	15 points
Solo Supplementary Presentation	25 points
Case Analysis	30 points
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	143 points

Grades will be assigned based on the points earned from the 143 points possible using the following breakdown:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%

### **Tentative Class Schedule**

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Assignment &amp; Vignette for Paper</u>	<u>Presenter</u>
1	10/2	Course Overview	Syllabus APA 2017 Ethics Code	Crystal
2	10/9	Introduction and Background to Ethics;	Chs. 1, 2, 3 (Discussion Question #3/Ch. 3)	Crystal
3	10/16	Standards for Resolving Ethical Issues + Standards on Privacy & Confidentiality	Ch. 4, 7 (Discussion Question #3/Ch. 7)	Crystal
4	10/23	Standards on Education and Training + Standards on Research and Publication	Ch. 10, 11 (Discussion Question #2/Ch. 10)	Crystal
5	10/30	Standards on Advertising & Other Public Statements	Ch. 8 (Discussion Question #1)	

Supplementary topic options: media psychologists; reality shows about therapy; diagnosing public figures; social media; expert testimony in court

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|---|-------|------------------------------------|------------------------------------|
| 6   | 11/6  | Standards on Record Keeping & Fees | Ch. 9<br>(Discussion Question #2)  |
| Supplementary topic options: APA record keeping guidelines; electronic health records; HIPAA law; insurance fraud (i.e, upcoding); fees for telehealth services and group practices; bartering with clients; use of collection agencies   |       |                                    |                                    |
| 7   | 11/13 | Standards on Competence            | Ch. 5<br>(Discussion Question #3)  |
| Supplementary topic options: APA practice guidelines for working with women and girls; APA practice guidelines for psychotherapy with lesbian, gay, and bisexual clients; APA practice guidelines for working with transgender and gender nonconforming clients; APA multicultural guidelines   |       |                                    |                                    |
| 8   | 11/20 | Standards on Human Relations       | Ch. 6<br>(Discussion Question #1)  |
| Supplementary topic options: self-disclosure with clients; multiple relationships; physical contact and touch in psychotherapy; informed consent/assent with children; consent with impaired adults; cultural bias in cognitive testing   |       |                                    |                                    |
| 9   | 11/27 | Standards on Assessment            | Ch. 12<br>(Discussion Question #1) |
| Supplementary topic options: APA standards for educational and psychological testing; court mandated assessments; forensic assessments of competency; forensic assessments of legal insanity, forensic assessments for child custody proceedings; cultural issues in assessment; psychological evaluation for Oregon's Death with Dignity Act, intellectual assessment, online testing/assessment |       |                                    |                                    |
| 10  | 12/4  | Standards on Therapy               | Ch. 13<br>(Discussion Question #2) |
| Supplementary topic options: Conversion/reparative therapy with gay/lesbian clients; minors as clients; telehealth and web-based interventions; couples and families as clients; group therapy, cultural competence in therapy; exposure therapy; incorporating religion/spirituality in treatment; clients with suicidal ideation/risk; any of the APA practice guidelines                       |       |                                    |                                    |

Finals Week ***Case analysis DUE by Wednesday, December 11 at noon***