

For Reference Only – Fall Quarter 2011 Syllabus and Book List Not  
Yet Available

**Pacific Graduate School of Psychology,  
Palo Alto University**

**ETHICS (F-201)**  
**Fall Quarter, 2010**  
**Monday 4:00-6:50 pm**

**I. GENERAL INFORMATION:**

Instructor: Wendy Packman, JD, PhD  
Email: [wpackman@paloalto.edu](mailto:wpackman@paloalto.edu)  
Telephone: Office: 650/433-3827; Home: 415/564-2037  
Office Hours: TBA.

**II. REQUIRED READINGS:**

Koocher, G.P. & Keith-Spiegel, P. (2008). *Ethics in psychology: Professional standards and cases* (3rd Ed.). New York: Oxford University Press. (ISBN 10: 0195149114 or ISBN-13: 9780195149111)

Pope, K.S., & Vasquez, M.J.T. (2011). *Ethics in psychotherapy and counseling: A practical guide* (4<sup>th</sup> Ed.). Hoboken, NJ: John Wiley & Sons Inc. (ISBN 978-0-470-63307-6)

Publication Manual of the American Psychological Association (2009) Sixth Edition. Washington, DC.: American Psychological Association ISBN 1433805618

**Recommended Readings**

Strunk, W., & White, E.B. (2009) *The Elements of Style* (50<sup>th</sup> Anniversary Ed.). New York: Pearson Education Inc. ISBN 0205632645

*Ethical Principles of Psychologists and Code of Conduct*, 2002  
[Electronic Reserves]

Powerpoint slides and Course Readings [Electronic Reserves]

**III. COURSE GOALS:**

A. This course will examine a number of basic ethical and professional issues faced by the practicing clinical psychologist. The course has a number of objectives:

1. To provide the beginning student with an understanding of recent developments and changes in psychology as a profession, as well as an understanding of contemporary trends and changes in ethics, professional practice, liability, risk management, malpractice exposure, and ethical guidelines.
2. To understand the realities of the decision making mechanisms of professional regulatory bodies (e.g., licensing boards, ethics committees, etc.).
3. To develop an appreciation of the complexities of the basic ethical and legal issues that are a routine component of the general practice of clinical psychology (e.g., the actual clinical and legal issues that may be involved in cases of duty to warn, duty to protect, reporting obligations, exceptions to confidentiality, competence).
4. To develop an appreciation of human diversity issues – ethnicity, gender, age difference, language differences –in the areas of psychotherapy and assessment. The APA ethical standards concerning human diversity are addressed as well as the Guidelines for Providers of Psychological Services to Diverse Populations.

#### **IV. COURSE FORMAT AND GRADING**

##### **FORMAT:**

A. The seminar format will be the standard classroom method. We will examine presentations, case discussions and readings as the foundation for more in-depth class discussions. Films and videotapes may be used to supplement presentations, clinical case material, seminar discussion and readings.

Students are strongly encouraged to take advantage of my office hours. Please feel free to stop by to discuss course related issues, to give me your feedback and to let me know how we are doing in meeting our learning objectives.

##### **GRADING:**

A. Your course grade will be based on the following:

1. A 12-page research paper, specifically, a publishable submission (12 pages typed, double-spaced) that integrates material from class discussions and class readings and includes a review of the relevant literature on a specific topic in the area of ethical issues and professional practice. The reference list is **not** part of the page count. The paper, including cover page and abstract, cannot exceed 12 pages. [N.B., The cover page counts as one page as does the abstract.]

- The paper is an informative paper that seeks to explain the ethical issues that must be addressed by a practicing clinical psychologist, while giving full acknowledgment to the professional ethical principles and the Ethical Code that underlie these issues. Since the Ethical Code provides guidelines, not rules, you, as psychologist, will need to interpret and apply the Code. The Ethical Code **MUST** be included, cited and referenced in your paper. Thus, the paper is primarily informative, but you may take a position in the Discussion section. The paper's in-text parenthetical citations and all references are to be formatted in current APA style, using the *APA Publication Manual*, 6<sup>th</sup> Ed. The topic of this paper should be discussed with Dr. Packman and your TA. A polished pre-publication paper submission, meaning a paper submission with the finished text, organization, sources, and references, is **due week 6**. The final research paper, which should be of a "near publishable" quality, differs from the pre-publication paper submission in that it will incorporate the editorial feedback of both your TA and Dr. Packman who will help you understand writing skills of organization, logic, comprehensiveness, conciseness, accuracy, style, and APA format. The final research paper is due on the last day of class. Please note that the TAs and I are contributing editorial comment typical of what journal editors might contribute after initially receiving a manuscript submitted for consideration.
  - a. Late papers will be marked down one half of a grade for each day the paper is late).
  - b. Academic misconduct of any kind will not be tolerated. Plagiarism is considered academic misconduct, and may lead to loss of credit, probation, suspension or dismissal from the school, or even the revocation of a degree. Please refer to the student handbook for a description of academic misconduct and its ramifications.
  - c. Palo Alto University policy regarding non-class related use of electronic devices and/or the internet during class:

The policy of Palo Alto University requires that electronic devices (such as, but not limited to, computers, cell phones, PDAs, Blackberries) be used in classes **solely** for classroom relevant activities, such as note taking, or presentations, or for instructor advised internet access, for example to NIH websites. It is not appropriate to use technology in the classroom for non-classroom activities, for example to surf the internet, to communicate with other students or faculty (instant messaging, texting, emailing), or to engage in any other non-class activities. Such activity is inappropriate and unprofessional behavior. It is disruptive and distracting to other students and to the instructor; it is detrimental to learning, to student-professor relationships and to university goals. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology in class. Any student found engaging in these inappropriate

activities during class time will be penalized one-half of a grade (e.g., if the student would otherwise get a "A" for that course, the grade will drop to an "A-". A second infraction will cause an additional reduction by one-half grade (from "A-" to "B+"). A third infraction will result in an automatic failing grade ("F") and will also require the student to appear before a formal meeting of the Student Evaluation Committee for consideration of further disciplinary action.

2. Regular attendance and active participation in weekly class seminars
3. A class presentation on a relevant topic. The presentation topic is customarily the same topic as the scholarly paper. This topic will be discussed with Dr. Packman. This presentation should be approximately 15-20 minutes in length. The topic must be discussed briefly with Dr. Packman at least 2 weeks prior to the presentation so that the presentation can be carefully integrated into the class discussions and readings. Since a 15-20 minute presentation is a relatively short amount of time, you may wish to provide the class with handouts prior to the meeting time, and request that class members complete any necessary readings prior to your talk. Email your presentation to Dr. Packman no later than 24 hours before your class presentation. On the day of your presentation, please put your presentation on a flash drive and bring the flash drive and your computer to class.
4. Complete Human Subjects Training.  
<http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>  
or <https://www.citiprogram.org/default.asp> Students must earn a passing score on the test and turn in printed certificate by the last week of class with final paper and course evaluation certificate.

## **COURSE CALENDAR: Fall Quarter, 2010**

### **WEEK 1: September 13**

Course Introduction and Goals

On being an Ethical Psychologist; Making Ethical Decisions and Taking Action, Koocher & Keith-Spiegel (Chapters 1 & 2)

Enforcement of Ethical Conduct; Knowing Thyself: Understanding Competence and Credentials , Koocher & Keith-Spiegel (Chapters 3 & 4)

APA Ethics Codes: 2002, 1992, and comparison chart [Electronic Reserves]  
Knapp and Vandecreek (2003). *An overview of the major changes in the 2002 APA Ethics Code* [Electronic Reserves]

### **WEEK 2: September 20**

Research and Writing in Psychology

Presentations and Research Papers for Ethics

Library Databases, Access to Libraries: How to Conduct Literature Searches

Helping Without Hurting; Ethics and Critical Thinking; Trust, Power, and Caring; Competence and the Human Therapist; Pope & Vasquez (Chapters 1-4); Koocher & Keith-Spiegel (Chapters 3 & 4)

### **WEEK 3: September 27**

Ethical Obligations in Psychotherapy, Koocher & Keith-Spiegel (Chapter 5);  
Beginnings and Endings, Pope & Vasquez (Chapter 10)

Creating Strategies for Self-Care, Codes and Complaints in Context,  
Pope & Vasquez (Chapters 5 & 7)

Mental Health Practitioners in the Legal System: Tort and Retort  
Koocher & Keith-Spiegel (Chapter 17)

### **WEEK 4: October 4**

Ethics in Psychotherapy Techniques and Malpractice;  
Relationships with Colleagues, Koocher & Keith-Spiegel (Chapters 5, 6, & 13);  
Responding to Ethics, Licensing or Malpractice Complaints,  
Pope & Vasquez (Chapter 8)

#### **WEEK 5: October 11**

Privacy, Confidentiality, Record Keeping, Progress Notes, and Informed Consent,  
Koocher & Keith-Spiegel (Chapter 8); Informed Consent and Informed Refusal;  
Confidentiality, Pope & Vasquez (Chapters 11 & 16)

Working with Families and Children and Treatment of Minors

**Student Presentations begin this week**

#### **WEEK 6: October 18**

Multiple Role Relationships I: Boundaries, Risks and Doing Business; Multiple  
Relationships II: Close Encounters; Multiple Relationships III: Attraction,  
Romance and Sexual Intimacies, Koocher & Keith-Spiegel (Chapters 10-12)

Sexual Relationships with Clients, Nonsexual Multiple Relationships and Other  
Boundary Issues, Pope & Vasquez (Chapters 13 & 14);  
Ethical Decision-Making Guides

Marketing Professional Services; The Public Face of Mental Health Professionals  
Koocher & Keith-Spiegel (Chapters 7, 14 & 15)

**First Polished “Near Publishable” version of Paper Due**

#### **WEEK 7: October 25**

Dangerousness and Reporting Obligations; Breaches of Confidentiality;  
*Tarasoff and Ewing v. Goldstein*; Responding to Suicide,  
Koocher & Keith-Spiegel (Chapter 8)

Responding to Suicidal Risk, Pope & Vasquez (Chapters 16-17)

#### **WEEK 8: November 1**

Psychological Assessment  
Koocher & Keith-Spiegel (Chapter 9)

Assessment, Testing, and Diagnosis, Pope & Vasquez (Chapter 12)

Human Diversity: Culture, Context, and Individual Differences  
Pope & Vasquez (Chapter 15)

Challenging Work Settings: Juggling Porcupines  
Koocher & Keith-Spiegel (Chapter 18)

**WEEK 9: November 8**

The Mental Health Business: Money and Managed Care; E-therapy  
Koocher & Keith-Spiegel (Chapters 6 & 7 )

Relationships with Colleagues, Students, Supervisees, and Employees  
Koocher & Keith-Spiegel (Chapters 13 & 16); Pope & Vasquez (Chapter 18)

**WEEK 10: November 15**

Scholarly Publication and the Responsible Conduct of Research  
Koocher & Keith-Spiegel (Chapter 19)

**WEEK 11: November 22**

No class.

**All papers due Monday, November 22<sup>nd</sup> by 4:00pm**

**Final Research Papers Due: *Hand in final paper and first near publishable copy to Dr. Packman. Course evaluation and Human Subjects Training certificates due.***

**Place in faculty mailbox or under Dr. Packman's office door at the Palo Alto Campus.**

<b>Course Competencies (Learning Outcomes)</b>	<b>How Taught</b>	<b>Assessment Methods</b>	<b>Proportion of Final Grade</b>
<b>Knowledge: Students will:</b>			

1. demonstrate basic knowledge of the APA aspirational principles and ethical standards of APA Ethical Principles and Code of Conduct	Reading assignments, lectures, and class participation	Assigned papers and presentation	35% (30 points on paper*; 5 on presentation)
2. demonstrate understanding of ethical, legal, and clinical issues in the professional practice of psychology (e.g. confidentiality, informed Consent, reporting issues, risk management, malpractice)	Reading assignments, lectures, and class participation	Assigned papers and presentation	10% (6 points on paper; 4 on presentation)
3. demonstrate an ability to recognize ethical and legal dilemmas (including the ability to identify and manage conflicts between personal belief systems, APA ethics code and legal issues in practice)	Lectures and class participation	Assigned papers and presentation	15% (10 points on paper; 5 on presentation)
4. demonstrate understanding of ethical principles related to research with human participants (e.g. Informed Consent, Confidentiality, IRB, cost-benefit ratio)	Reading assignments, lectures, and class participation	Human Subjects Training Test – Must obtain passing score as determined by CITI or NIH criteria	2%
5. demonstrate cultural and diversity considerations relating to ethnicity, gender, LGBTQ, age differences and language differences	Reading assignments, lectures, and class participation	Assigned papers and presentation	5% (4 points on paper; 1 on presentation)
<b>Skills: Students will:</b>			
6. demonstrate an ability to write a scholarly paper that is consistent with the most current APA style manual  * 50% of the grade on the paper is based on the quality of the first polished draft.	Lectures, TA-led writing workshops, feedback on multiple drafts of written work	Assigned papers	10%

7. demonstrate ability to organize and prepare a professional presentation of a relevant topic in clinical psychology	Lectures, TA-led workshops, feedback	Presentation	5%
8. demonstrate ability to deliver a professional presentation and discussion of a relevant topic in clinical psychology	Lectures, TA-led workshops, feedback	Presentation	5%

<b>Professional and Ethical Attitudes: Students will:</b>			
9. demonstrate respectful behavior during class, including appropriate in-class laptop usage	Class participation	In-class participation, by instructor	5%
10. attend class regularly (consistent with PAU policy) and participate in class discussion	Class participation	In-class participation, by instructor	8%

Points

[60 for paper]

- 30 draft (50% of paper) and 30 final paper
- 25 presentation
- 2 (Human Subjects Training)
- 13 (Professional Attitude)

Your final course grade will be the sum of your scores for: The paper, presentation, Human Subjects Training, and your score for Professional & Ethical Attitudes.

Total possible points for class = 100

Approximate letter grades:

A+ 97 - 100%

A 93 - 96%

A- 90 - 92%

B+ 87 - 89%

B 83 - 86%

B- 80 - 82%

F < 80%