

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

COURSE TITLE	Ethics in Professional Psychology
CODING	PSY 573
CREDIT HOURS	2 credits
CONTACT HOURS	30
PREREQUISITE	None
PROFESSOR	
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION:

All professional activities performed by a Clinical Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

GENERAL OBJECTIVE:

Provide students with a background of the APA Ethical Principles of Psychologists and Code of Conduct and “El Código de Etica de Psicólogos de Puerto Rico” and its application in professional practice.

SPECIFIC OBJECTIVES:

By the end of the course the students will be able to:

1. Recognize the ethical implications of our professional behavior on our patients, their relatives, colleagues, ourselves and the profession in general.
2. Identify and apply the guidelines for the treatment of minors with/without their parents’ consent.
3. Identify and applied the importance of knowing and making appropriate professional decisions regarding the solution of ethical issues and dilemmas.

COURSE CONTENT

UNIT 1

Introduction to ethics

Definitions, purposes, and functions of the ethical code
Ethic's historical approach
Moral, ethic, and law

Assigned readings:

Esteban, M. (2007). ¿Conocen los estudiantes de psicología lo que es un dilema ético? Propuesta de un programa de formación en ética profesional. *Revista de Enseñanza Universitaria*, 30, 58-65.

Hermosilla, A., Liberatore, G., Losada, M., Della, P., y Zanatta, A. (2006). Dilemas éticos en el ejercicio de la psicología: resultados de una investigación. *Fundamentos en Humanidades*, num. 1-2, 91-106.

Jordan, A.E. ; & Meara, N.M. (1990). Ethics and the professional practice of psychologists: the role of virtues and principles. *Professional Psychology: Research and Practice*, 21(2), 107-114.

Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice*, 38, 54-59.

Koocher, G. (2007). Twenty-first century ethical challenges for psychology. *American Psychologist*, 62, 375-384.

UNIT 2

Psychology's professionalism

The historical and cultural context of the professionalism
The law for the psychology practice-Ley 96
Professional organizations and internal controls

Assigned Readings:

Boulon de Díaz, F. (2007). La psicología como profesión en Puerto Rico: Desarrollo y nuevos retos. *Revista Puertorriqueña de Psicología*, 17(extraordinario), 215-240.

Committee on Professional Practice and Standards, American Psychological Association (2003). Legal issues in the professional practice of psychology. *Professional Psychology: Research and Practice*, 34, 595-600.

Knapp, S., & Lemoncelli, J. (2005). The role of a State Psychological Association in promoting ethical conduct. *Professional Psychology: Research and Practice*, 36, 663-664.

Ley Núm. 96 del 4 de junio de 1983: Para reglamentar el ejercicio de la profesión de la psicología en Puerto Rico.

Ley de Salud Mental de Puerto Rico de 2000. Ley Num. 408 del 2 de octubre de 2000.

Thomas, J. (2005). Licensing Board Complaints: Minimizing the impact on the psychologist's defense and clinical practice. *Professional Psychology: Research and Practice*, Vol. 36(4), 426-433.

UNIT 3

Ethical principles

Responsibility
Competence
Ethical and moral standards
Public statements
Confidentiality
Client's well-being
Professional relations
Measurement and assessments techniques
Research with human subjects
Use and handling of animals in research

Assigned Readings:

American Psychological Association (2002). Ethical Principles of Psychologist and Code of Conduct. *American Psychologist*, December, Author.

Asociación de Psicólogos de Puerto Rico (2007). *Código de Ética*.

San Juan. Autor.

Junta Examinadora de Psicólogos de Puerto Rico. (2002). Revisión del Código de Ética.

UNIT 4

Themes and issues for discussion in the field of professional ethics: Privacy, confidentiality and privileged communication

Right of privacy and its exceptions

Group interventions

Minors

Assigned Readings:

Applebaum, P., & Rosenbaum, A. (1989). Tarasoff and the researcher: Does duty to Project apply in the research setting? *American Psychologist*, 44, 885-894.

Barnett, J., Behnke, S., Rosenthal, S., & Koocher, G. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology: Research and Practice*, 38, 7-12.

Glossof, H., Herlihy, B., & Spence, E. (2000). Privileged communication in the counselor- client relationship. *Journal of Counseling & Development*, 78, 454-462.

Jobes, D., David, M., Overholser, J., & Joiner, T. (2008). Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice. *Professional Psychology: Research and Practice*, 39, 405-413.

Ragusea, A., & VandeCreek, L. (2003). Suggestions for the ethical practice of online psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 40, 94-102.

Tolman, A., & Rotzien, A. (2007). Conducting Risk Evaluations for Future Violence: Ethical Practice Is Possible. *Professional Psychology: Research and Practice*, 38, 71-79.

UNIT 5

Dual relations

Assigned Readings:

Barnett, J., Lazarus, A., Vasquez, M., Moorehead, O., & Brad, W. (2007). Boundary Issues and multiple relationships: Fantasy and reality. *Professional Psychology: Research and Practice*, 38, 401-410.

Del Río, C., Borda, M., Pérez, M., Martín, A., y Torres, I. (2003). Ética de las relaciones duales en psicoterapia. *Psicothema*, 15, 58-64.

Lamb, D., Catanzaro, S., & Moorman, A. (2004). A preliminary look at how psychologists identify, evaluate, and proceed when faced with possible multiple relationship dilemmas. *Professional Psychology: Research and Practice*, 35, 248-254.

Pope, K., Keith-Spiegel, P., & Tabachnick, B. (2006). Sexual attraction to clients: The human therapist and the (sometimes) inhuman training system. *Training and Education in Professional Psychology*, 5, 96-111.

Younggren, J., & Gottlieb, M. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice*, 35, 255-260.

UNIT 6

Ethical issues in Research

Assigned Readings:

Declaration of Helsinki. Ethical Principles for Medical Research Involving Human Subjects. *Adopted by the 18th WMA General Assembly, Helsinki, Finland, June 1964, and amended by the 29th WMA General Assembly, Tokyo, Japan, October 1975, 35th WMA General Assembly, Venice, Italy, October 1983, 41st WMA General Assembly, Hong Kong, September 1989, 48th WMA General Assembly, Somerset West, Republic of South Africa, October 1996, and the 52nd WMA General Assembly, Edinburgh, Scotland, October 2000*

Fisher, C., Hoagwood, K., Boyce, C., Duster, T., Frank, D., Grisso, T., Levine, R., Macklin, R., Spencer, M., Takanishi, R., Trimble, J., Zayas, L. (2002). Research ethics for mental health science involving ethnic minority children and youths. *American Psychologist*, 57, 1024-1040.

The Belmont Report: Ethical Principles and Guidelines for the protection of human subjects of research. Perlman, D. (2004). Ethics in clinical research: A history of human subjects protections and practical implementation of ethical standards. *SoCRA Source*, May, 37-41.

TEACHING STRATEGIES AND ACTIVITIES

- Lectures
- Small groups' discussions
- Group dynamics
- Movies and/or documentary
- Case Presentations
- Role playing

RESOURCES

- Audiovisual media
- Videos
- Library database

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM:

- Short Paper: The Ethics Autobiography
- 1 Written Exam
- Ethical Dilemma Debate
- Reflective essays
- Class attendance and participation

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and "invisible" prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of "0" on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK :

The course does not require a textbook. Although I recommended the following:

Koocher, G.P.;& Keith-Spiegel, P. (1998). *Ethics in Psychology: Professional Standards and Cases*. (2nd ed.). New York: Oxford University Press.

Pope, K., & Vasquez, M. (2007). *Ethics in Psychotherapy and Counseling: A practical guide*. (Third Edition). San Francisco, CA: Jossey-Bass.

ADDITIONAL BIBLIOGRAPHY:

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, December, Author.

American Psychological Association. (1985). *Standards for educational and psychological testing*. Washington, DC: Author.

American Psychological Association. (1986). *Guidelines for computer-based tests and interpretations*. Washington, DC: Author.

American Psychological Association. (1987). *General guidelines for providers of psychological services*. Washington, DC: Author.

Bersoff, D.N. (2003). *Ethical Conflicts in Psychology*. 3rd Ed. Washington: American Psychological Association.

Cohen, E. D. & Davis, M. (1994). *AIDS: Crisis in Professional Ethics*. Philadelphia: Temple University Press.

Gary, J. G. & Melton, G. B. (1995). *Ethical and legal issues in AIDS Research*. Baltimore: The John Hopkins University Press.

Junta Examinadora de Psicólogos de Puerto Rico. (1992). *Código de Ética de Psicólogos de Puerto Rico*.

Koocher, G. P. & Keith-Spiegel, P. (1990). *Children's Ethics & the Law: Professional issues and cases*. Lincoln: University of Nebraska Press. Chapters 1 & 4.

Koocher, G.;& Keith-Spiegel, P. (1998). *Ethics in Psychology: Professional Standards and Cases*. 2nd Ed. New York: Oxford University Press.

Pope, K. S. (1990). *Ethical and malpractice issues in hospital practice*. *American Psychologist*, 45, 1066-1070.

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.