

## Syllabus

### **PP 555 - A: Professional Ethics and Conduct**

**Fall Trimester, 2001**

**Tuesdays, 6:00 – 8:45 PM**

**David L. Downing, PsyD**

### **Course Description**

This is a crucial course in the ISPP/Chicago Northwest Campus Curriculum and its mastery is seen as an essential component of the training program. Indeed, this course constitutes one of the Clinical Competency Examination practice proficiencies that are key toward manifesting satisfactory mastery of clinical and theoretical material from the program.

This course will cover the legal and ethical issues inherent in the conduct and process of professional psychology. Topics which will be included for consideration are: confidentiality, ethical competence, prescription privileges, managed/rationed care models, "duty to warn", euthanasia, expert testimony, malpractice, and forensic matters, such as the insanity defense. Professional practice issues revolving around business and ethical concerns such as private practice, licensing/certification, and insurance reimbursement will also be discussed.

### **Course Objectives**

1. To familiarize students with contemporary ethical and professional conduct issues facing professional psychologists.
2. To provide students with guidelines for evaluating and resolving ethical dilemmas and decision making.
3. To assist in the preparation of students for the multiplicity of roles, responsibilities, and involvements of the professional psychologist.
4. To provide students with models for how psychology can contribute to matters of social policy.
5. To encourage students to observe and reflect upon their own intrapsychic states for the purpose of further developing an appreciation for their own sets of biases, attitudes, values, and beliefs, as part of a greater strategy for maintaining high levels of professional and ethical conduct.

### **Office Hours**

Office hours are by arrangement. The professor is in the office Monday through Friday.

### **Course Expectations**

1. It is anticipated that all readings be completed prior to class to permit a seminar-style dialogue.
2. There will be two in-class examinations: a mid-term and a final. These examinations will cover information assigned in the syllabus, as well as lecture material from class.
3. **OR**, students may elect to do a research paper (minimally twelve pages, APA-format) on a topic of relevance to the arena of professional ethics in professional psychological practice. Topics must be authorized by the professor. Papers are due by the eleventh week of class. [**nb**: depending on the performance of the mid-term, the student may be required to take a final examination.]

4. On a weekly basis, each student will also be required to submit *one* critical question of salience for them that arose in the context of perusing the material from one of the assigned readings. It is expected that the student take a concept, topical issue, etc, and develop a question that is non-rhetorical or self-evident. In short, it should represent a clear area of interest, genuine puzzlement, concern, etc, on the student's part, regarding a matter that they wish to understand. Questions should be typed, noting the author(s); title of the reading referenced; and the page numbers wherein the material may be found.
5. Also on a weekly basis, students will be required to *apply* a key concept, ethical/professional conduct dynamic, "critical moment", or issue from the week's readings and elaborate on this in a "vignette" or clinical "moment". The student may draw from their own current or past experiences as a clinician or professional-in-training. This should be concise and pithy, no longer than one type-written page. Again, reference the author(s); the chapter/article referenced; and the page number(s) wherein the related material may be found.

Again, *sufficient copies should be made so that each student, as well as the professor, may receive a copy of the "vignettes"*.

6. The above requirements will be weighted as follows: A. Mid-term examination: 40%; B. Research paper: 40 %; **OR**, C. Final examination: 40%; D. Weekly assignments & class participation: 20%.
7. It is the responsibility of students with special needs to bring these to the attention of the Instructor.

### **Course Readings**

Required readings are purchased through MBS Textbooks. Additional journal articles are available through the library. Other materials will be made available by the professor.

#### **Class One**    *Introduction: Ethics and Standards of Conduct; Training and Licensing of psychologists.*

1. APA (1992). Ethical Principles of Psychologists & Code of Conduct.
2. APA (2001). Ethical Principles of Psychologists & Code of Conduct: Draft for Comment. Monitor on Psychology, pp 76-89. Washington, DC: American Psychological Association.
3. State of Illinois (2000). Mental Health & Developmental Disabilities Confidentiality Act.
4. State of Illinois (2001). Mental Health & Developmental Disabilities Code.
5. Canter, MB, Bennett, BE, Jones, SE, & Nagy, TF (1994). Ethics for Psychologists. Chapter 2: Changing the Rules that Govern Psychologists: The Evolution of the APA Ethics Code; & Chapter 11: Putting Ethics into Context.
6. Pope, KS, Tabachnick, BG, & Keith-Spiegel, P. Ethics of Practice: The Beliefs & Behaviours of Psychologists as Therapists (pp 88-93). In Bersoff, DN, Editor (1999). Ethical Conflicts in Psychology.
7. Pope, KS & Vetter, VA. Ethical Dilemmas Encountered by Members of the American Psychological Association : A National Survey (pp 68-80). In Bersoff, DN, Editor. *Ibid*.

#### **Class Two**    *Training and Licensing of psychologists, continued. Confidentiality, Privacy, and Privilege*

1. Bersoff, DN (Editor) (1999). Ethical Conflicts in Psychology. Chapter 4: Confidentiality, Privilege, & Privacy (pp 149-223).
2. Continue with readings 1-5 from **Week One**.
3. Nagy, TF (2000). Ethics in Plain English. Chapter 5: Privacy & Confidentiality.

#### **Class Three**    *Duty to Warn. Risk Assessment.*

1. Appelbaum, PS & Zoltec-Jick, R (1996). Psychotherapists' Duties to Third Parties : *Ramona & Beyond*. American Journal of Psychiatry. 153 (4), 457-465.
2. Chenneville, T (2000). HIV, Confidentiality, & Duty to Protect: A Decision-Making Model. Professional Psychology: Research & Practice, 31 (6), 661-670.

3. Duggan, C (Editor) (1997). Assessing Risk in the Mentally Disordered. British Journal of Psychiatry. 170, Supplement 32, 1-39.
4. Klerman, GL (1990). The Psychiatric Patient's Right to Effective Treatment: Implications of *Osheroff vs Chestnut Lodge*. American Journal of Psychiatry, 147 (4), 409-418.
5. Stone, AA (1990). Law, Science, & Psychiatric Malpractice: A Response to Klerman's Indictment of Psychoanalytic Psychiatry. American Journal of Psychiatry, 147 (4), 419-427.

**Class Four**     *Continuation of Classes Two & Three. A Critical Analysis.*

1. Bollas, C & Sundelson, D (1995). The New Informants. New York: Jason Aronson.

**Class Five**     *Multiple Relationships.*

1. Anderson, SK and Kitchener, KS (1996). Non-romantic, Non-sexual Post-therapy Relationships Between Psychologists and Former Clients: An Exploratory Study of Critical Incidents. Professional Psychology: Research and Practice, 27 (1), 59-66.
2. Bersoff, DN, Editor (1999). Ethical Conflicts in Psychology. Chapter 5: Multiple Relationships (pp 225-282).
3. Nagy, TF (2000). Ethics in Plain English. Chapter 1: General Standards (pp 20-39).
4. Pope, KS & Tabachnick, BG (1993). 'Therapists' Anger, Fear, & Sexual Feelings: National Survey of Therapist Responses, Client Characteristics, Critical Events, Formal Complaints, & Training. Professional Psychology: Research & Practice, 24 (2), 142-152.

**Class Six**     **MID-TERM EXAMINATION**

**Class Seven**     *Considerations and Parameters in the Provision of Psychotherapeutic and Other Professional Psychological Services, Guidelines for Service Provision to Special Populations Including Women and Ethnically Diverse Populations; Couples & Families; Rural Mental Health Practice.*

1. Bersoff, DN, Editor (1999). Ethical Conflicts in Psychology. Chapter 7: Therapy and Other Forms of Intervention, (pp 339-404).
2. Garnets, L, Hancock, K, Cochran, S, Goodchilds, J, and Peplau, L (1991). Issues in Psychotherapy with Lesbians and Gay Men. American Psychologist, 46 (9), 964-972.
3. Glickauf-Hughes, C & Chance, SE (1995). Answering Clients' Questions. Psychotherapy, 32 (3), 375-380.
4. Horton, JA, Clance, PR, Sterk-Elifson, C, and Emshoff, J (1995). Touch in Psychotherapy: A Survey of Patients' Experiences. Psychotherapy, 32 (3), 443-457.
5. Nagy, TF (2000). Ethics in Plain English. Chapter 4: Therapy (pp 89-109).

**Class Eight**     *Forensic Psychology. Ethical Issues Pertaining to Psychological Assessment*

1. Bersoff, DN, Editor (1999). Ethical Conflicts in Psychology. Chapter 9: Forensic Settings (pp 473-542); and Chapter 6: Psychological Assessment. (283-338)
2. Nagy, TF (2000). Ethics in Plain English. Chapter 2: Evaluation, Assessment, or Intervention (pp 59-76); and Chapter 7: Forensic Activities (pp 183-196).

**Class Nine**     *Contemporary Issues in Professional Psychology; The Changing Health Care Landscape; Psychology as a Business.*

1. Abeles, N & Barlev, A (1999). End of Life Decisions & Assisted Suicide. Professional Psychology: Research & Practice, 30 (3), 229-234.
2. Battlin, MP (1993). Suicidology & the Right to Die. In Leenars, AA (Editor) (1993). Suicidology. New York: Jason Aronson.

3. Farrenkopf, T & Bryan, J (1999). Psychological Consultation Under Oregon's 1994 *Death With Dignity Act*: Ethics & Procedures. Professional Psychology: Research & Practice, 30 (3), 245-249.
4. West, LJ (1993). Reflections on the Right to Die. In Leenars, AA (Editor) (1993). *Ibid*.
5. Szasz, T (1986). The Case Against Suicide Prevention. The American Psychologist, 41, 806-812.

**Class Ten**     *Contemporary Issues in Professional Psychology: Psychology as a Business; the Rationing of Care.*

1. Barron, J (1999). Managed Care & the Denial of Subjectivity. In Kaley, H, Eagle, M, & Wolitzky, D (Eds) Psychoanalytic Therapy as Health Care. Hillsdale, New Jersey: Analytic Press.
2. Bersoff, DN, Editor (1999). Ethical Conflicts in Psychology. Chapter 10: The Business of Psychology.
3. Higuchi, SA & Newman, R (1996). Legal Issues for Psychotherapy in a Managed Care Environment. In Barron, J & Sands, H (Eds), Impact of Managed Care on Psychodynamic Treatment. Madison, Connecticut: International Universities Press.
4. Miller, IJ (1996a). Time-limited Brief Therapy Has Gone Too Far: The Result is Invisible Rationing. Professional Psychology: Research and Practice, 27 (6), 567-576.
5. Miller, IJ (1996b). Some 'Short-Term Therapy Values' are a Formula for Invisible Rationing. Professional Psychology: Research & Practice, 27, (6) 577-582.
6. Miller, IJ (1996c). Ethical & Liability Issues Concerning Invisible Rationing. Professional Psychology: Research & Practice, 27, (6), 583-587.
7. Simon, N (1996). Ethics, Psychodynamic Treatment, & Managed Care. In Barron, J & Sands, H (Eds), Impact of Managed Care on Psychodynamic Treatment. Madison, Connecticut: International Universities Press.

**Class Eleven**     *And Now For Something Completely Different: A Look at Prescription Privileges for Psychologists.*  
**[TERM PAPERS DUE – where applicable]**

1. Antonuccio, DO, Danton, WG, and DeNelsky, G (1995). Psychotherapy Versus Medication for Depression: Challenging the Conventional Wisdom With Data. Professional Psychology: Research and Practice, 26 (6), 574-585.
2. Cullen, EA and Newman, R (1997). In Pursuit of Prescription Privileges. Professional Psychology: Research and Practice, 28 (2), 101-106.
3. DeNelsky, G (1996). The Case Against Prescription Privileges for Psychologists. American Psychologist, 51 (3), 207-212.
4. Karon, BP (1991). Prescription Privileges and the Fear of Not Medicating. Psychologist-Psychoanalyst. 11 (1), 1-4.
5. Moyer, DM (1995). An Opposing View on Prescription Privileges for Psychologists. Professional Psychology: Research and Practice, 26 (6), 586-590.
6. Sammons, MT and Brown, AB (1997). The Department of Defense Psycho-pharmacology Demonstration Project: An Evolving Program for Post-doctoral Education in Psychology. Professional Psychology: Research and Practice, 28 (2), 107-112.

**Class Twelve**     **FINAL EXAMINATION** [where applicable]

**Required Texts**

- Bersoff, DN (Editor). (1999). Ethical Conflicts in Psychology. Washington, DC: American Psychological Association.
- Bollas, C and Sundelson, D (1995). The New Informants: The Betrayal of Confidentiality in Psychoanalysis and Psychotherapy. New York: Jason Aronson.
- Nagy, TF (2000). Ethics in Plain English: An Illustrative Casebook for Psychologists. Washington, DC: American Psychological Association.