The College of Education and Behavioral Sciences
School of Psychology/School of Education
Houston Baptist University

Course Syllabus

PSYC 5310 Ethical Issues in Professional Psychology
Fall 2014

COURSE DESCRIPTION

A seminar format will provide the student with opportunities to study ethical standards and professional issues in psychology. Ethics is a graduate level course designed to be completed early in the student's program.

COURSE CORRELATION TO PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "professional orientation - the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (9).

This course fulfills the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Professional, Legal, and Ethical Issues" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(6).

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course fulfills the degree requirements for persons seeking a Master's degree in Psychology or Counseling. There are no prerequisites.

DATE AND TIME OF CLASS MEETINGS:

Tuesday 630-900pm; Hinton 210

INSTRUCTOR INFORMATION

Ellen C. Verret, Ph.D.
Email : everret@hbu.edu
281-634-3109 - work
281-491-3941 – home
Office Hours: by appointment

LEARNING RESOURCES

Corey, G., Corey, M. S., Corey, C. & Callanan, C. (2011). *Issues and ethics in the helping professions. (9h Edition).* Pacific Grove, California: Brooks/Cole Publishing Company. ISBN: 9780495812418

Hays, J., Sutter, E., & McPherson, R. (2007). *Texas law and the practice of psychology.* Bayou Publishing. ISBN: 978-1886298200

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will provide a learning experience that helps to prepare students with the knowledge and skills necessary to excel as professionals and to act ethically and admirably in their professional lives. This course is taught in a manner that encourages honesty, responsibility, accountability and principled moral behavior in the practice of psychology.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:
- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

Students will develop the knowledge and skills necessary to identify and respond appropriately to ethical issues in their discipline. This course fosters students' critical thinking as they examine issues around the ethical practice of professional psychology.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing an undergraduate degree in psychology by providing an education program that is "committed to academic excellence in an intellectually free and objective environment…" that provides "physical resources and a campus environment which acknowledges the uniqueness of the individual…and encourages the development of the whole person." Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,

- Promote the development of critical thinking skills,

- Create a learning environment based on constructivist teaching/learning strategies,

- Contribute to the student's degree program by enhancing his/her basic understanding of

    the scientific and systematic study of behavior and mental processes.

Through thoughtful and frank class discussion, students will hone their ability to articulate their thoughts and opinions regarding the ethical and professional practice of psychology. Class discussions will allow for a variety of different perspectives provided these perspectives align with the highest ethical and professional standards.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

Through thoughtful and frank class discussion, students will hone their ability to articulate their thoughts and opinions regarding the ethical and professional practice of psychology. Class discussions will allow for a variety of different perspectives provided these perspectives align with the highest ethical and professional standards.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

Identify key ethical issues in psychology/counseling.
Identify key professional issues in psychology/counseling.
Employ critical thinking surrounding ethical issues in psychology/counseling.
Identify and study relevant state and federal law governing the practice of psychology.
Become familiar with the counseling and psychology codes of ethics at the state and national levels.
Students will utilize critical thinking skills.
Students will comprehend and struggle with ethical issues in psychology.
Students will gain skills in ethical decision making.
Students will learn the steps to take when presented with an ethical dilemma.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

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- Resolution of ethical dilemma in the context of a therapeutic relationship
- The counselor as a person
- The counselor and personal values
- Counseling and cultural diversity
- Professional responsibility
- Client rights
- Confidentiality
- Boundaries and multiple relationships
- Professional competence and training

- Supervision and consultation
- Theory and practice
- Couples and family therapy
- Group work
- Community work

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

Seminar format
Student-led discussion

ASSESSMENT OF LEARNING

Course requirements:
Grades will be assigned based on completion of course requirements.

Interview with the mental health professional - 10 %
> Interview with a Mental Health Professional
> <u>Content to be covered in the interview:</u> Education, Degrees, Course in Ethics during training, Type of license(s), Cost of license, CEUs, Renewal procedure, Type of practice, Professional malpractice insurance, Codes of Ethics, Informed consent, Most difficult ethical challenges, Consultation with colleagues, Resolution of ethical dilemma
> <u>Grading:</u> Grades will be assigned based on the inclusion of all expected content. The paper may be written in interview or narrative format. Errors in spelling and grammar will lower assignment grade. Paper should be typed in a 12 point font. A hard copy should be turned in at the beginning of the class when the assignment is due.

Reference paper defining confidentiality - 20 %
> Confidentiality Paper
> <u>Content:</u> This is a reference paper, meaning that you will find the state and federal statutes in each of these areas, include them in the paper and organize them in an easily referenced, typed document.
> 1. Define Confidentiality in the context of a professional counseling/psychological relationship.
> 2. When **must** you break confidentiality with the legal citations?
> 3. When **may** you break confidentiality with the legal citations?
> 4. What are the special legal requirements if your client substance abuse issues? Include legal citations.
> 5. What are the special legal requirements if your client is HIV positive? Include legal citations.
> 6. Include confidentiality requirements of HIPAA and FERPA with legal citations.
> <u>Grading:</u> Grades will be assigned based on inclusion of all above content. Organization of the content will also be considered when grades are assigned. A hard copy of the paper in 12 point font should be turned in at the beginning of the designated class.

Active class participation - 40% (includes attendance, discussion and quiz grades). Roll is taken during every class.

Final Exam – 30 %

Grading standards:

<div style="margin-left: 2em;">

A = 94-100
A- = 90-93
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-73
F = <70

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Student Evaluation of Faculty and Course

> Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be "F" no matter what test and paper scores might be.
ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

LATE WORK STATEMENT. Late work will be penalized. Late work will not be accepted for any reason. Assignments will be turned at the beginning of class on the stated due date.

Missed Tests. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

There is one final exam for this class. Students must complete the exam during the university designated time.

Students are required to read the <u>University Classroom Policy</u> addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Ellen Verret, Ph.D.   7/2014
<div style="margin-left: 2em;">Instructor's Signature   Date</div>

PSYC 5310 Ethics – FALL 2014
TENTATIVE SCHEDULE

The goals of the course are to provide the students with opportunities to apply a model for ethical decision making in a variety "real life" situations. This application will be done utilizing class discussion, role playing, research and self assessment. Students are expected to use the topical outline to adequately prepare for this class. Students must come to class prepared to lead class discussions and/or actively participate in class discussions.

Class Schedule
Aug 26   Introduction to decision making model and Chapter 1 (Corey et. al.)

Sept 2   Chapter 2
Sept 9   Chapter 3
Sept 16   Chapter 4
Sept 23   Chapter 5
Sept 30   Chapter 6 (Interview with Mental Health Professional is due)

Oct 4   Chapter 6 (continued)
Oct 14   Chapter 7
Oct 21   Chapter 8
Oct 28   Chapter 9

Nov 4   Chapter 10 (Confidentiality Paper is due)
Nov 11   Chapter 11
Nov 18   Chapter 12
Nov 25   Independent Review of current professional and ethical issues

Dec 2   Chapter 13
Dec 9   Final Exam 6:30 to 8:30 (final time, date and place TBD)

Please also note these important university/academic dates:
- Last day to add a class: August 29th
- Last day to drop without a "W": Sept 10th
- Last day to drop with a "W": Oct 31st

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another's test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

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Printed Name   Signature   Date

   [After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

NASP STANDARDS	APPLICABLE ASSESSMENTS
I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.	Information is provided in Section I.
2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate-level curricula, practica, and internship.	
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8	
III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	Information is provided in Section I.	
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.	Information is provided in Section V.	

NAME OF ASSESSMENT	
1	(Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:
2	(Required)-CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1–2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.
3	(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.
4	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.
5	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.
6	(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment).
7	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.
8	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

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