

**PSY 565: Ethical and Cultural Issues in Clinical  
Assessment & Psychotherapy  
Fall 2019  
W 4:30-7:10 PM  
St. Joseph's Hall, Room 325**

**Instructor:** Julie Walsh-Messinger, Ph.D.  
**Phone:** (937) 229-1380  
**Email:** jmessinger1@udayton.edu  
**Office Hours:** W 2-4pm, and by appointment  
**Office Location:** St. Joseph's Hall, Room 317  
**Mailbox Location:** St. Joseph's Hall, Room 329

**OVERVIEW:**

This course is designed to prepare mental health professionals to think and act in an ethical and culturally sensitive manner throughout all their professional activities and responsibilities. Because each clinical situation presents in a unique context, the primary aim of this course is to teach students a framework within which they can make ethical decisions. There will be a strong emphasis on learning the guidelines for ethical conduct as outlined by the American Psychological Association (APA), and exploring the application of these guidelines in a broad spectrum of professional settings. This course will also examine the interplay between legal and ethical issues in clinical psychology. In addition, diversity awareness and considerations in the practice of clinical psychology will be discussed.

**COURSE OBJECTIVES:**

Upon successful completion of PSY 565 students will demonstrate:

1. Awareness of a variety of ethical concerns in the practice of clinical psychology.
2. Knowledge of guidelines and principles for ethical decision-making as outlined by the American Psychological Association (APA).
3. Knowledge of the critical importance of confidentiality, client rights, maintaining professional boundaries, and duty to warn principles along with the ability implement these values in all clinical settings.
4. Knowledge of procedures for handling ethical violations.
5. Awareness of their own values, judgments, and stereotypes and how these can affect work with clients.
6. Knowledge of how to sensitively and competently work with clients from diverse cultures, religions, and sexual orientations.

**COURSE REQUIREMENTS:**

**Participation:** Active participation in class discussions is a major requirement of this course and you will be expected to read all required assigned material before class. Your willingness to engage in personal reflection about the material and to share your point of view will greatly enhance everyone’s experience in this course. As part of your participation grade, you will be responsible for leading the class discussion on three topics during the semester (dates will be assigned on the first day of class). Your participation grade will be based upon your overall engagement in class discussions and general preparation for class (i.e., reading assigned materials). Participation will count for **25%** of your final grade.

*\*If it becomes clear that students are not completing the assigned reading for class, I will require students to turn-in reaction papers for every class which will count towards the participation grade.*

**Population Presentations:** During the course of the semester you will do four brief (5-10 minute) presentations to the class on four assigned populations (presentation dates will be assigned on the first day of class). Prior to each presentation you must read a chapter on the assigned population (provided by me) and do any additional research necessary to fill-in outdated facts. Your presentation to the class should highlight the most salient historical facts, cultural practices, and considerations for mental health practitioners working with each population. You must also provide everyone in the class with a one-page hand-out summarizing your presentation. Population presentations will count for **20%** of your final grade.

**Ethics Autobiography:** You will write an "ethics autobiography" in which you will consider your own ethics acculturation process by exploring aspects of your background that might make it easier or harder to acculturate into the mental health profession. Specific guidelines for the paper will be provided. The ethics autobiography is due by the start of class on **9/4** and will count for **15%** of your final grade.

**Diversity Experience Reflection Paper:** You will seek out a new diversity experience in which you are purposely a minority amongst a majority. You will then write a reflection paper about your experience. We will also discuss your experiences in class on the day your paper is due, although no formal presentation is required. More specific guidelines for the assignment will be provided. The paper is due by the start of class on **11/13** and will count for **15%** of your final grade.

**Final Exam:** You will have one take-home final exam due in my office on **12/12** by **4:30pm**. The exam will consist of 3-4 essay questions and will be handed out in class on 12/4. The exam will count for **25%** of your final grade.

**GRADING:**

Grades will be determined on the basis of the following criteria: Diversity Experience Reflection Paper (**15%**), Ethics Autobiography (**15%**), Population Presentations (**20%**), Final Exam (**25%**), Participation (**25%**). Course grades will then be assigned as follows:

A	93.0 – 100	C+	77.0 – 79.9
A-	90.0 – 92.9	C	73.0 – 76.9
B+	87.0 – 89.9	C-	70.0 – 72.9
B	83.0 – 86.9	D	60.0 – 69.9
B-	80.0 – 82.9	F	Below 60

## **RESOURCES:**

### **Required Textbook**

Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press.

### **Ethics and Legal Guides**

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct including 2010 and 2016 amendments. *Washington, D.C.*: American Psychological Association.

Ohio State Board of Psychology (2015, October). *Oral examination preparation manual for Ohio Board of Psychology licensure candidates*. Retrieved July 2017, from <http://psychology.ohio.gov/Portals/0/Licensing/2016%20ORAL%20PREP%20MANUAL%202016-17.pdf>

### **Additional Readings**

Additional readings pertaining to each topic covered in the course are assigned. These readings can be found under “Resources” on the Isidore site. A list of assigned readings can be found on pages 6-13 of the syllabus. Please be aware that the schedule and readings may be subject to change.

### **Podcast**

Nocera, J. (Host) (2019). The Shrink Next Door. [Audio podcast]. Retrieved from <https://wonderly.com/shows/shrink-next-door/>

## **COURSE POLICIES:**

**Classroom Behavior:** Laptop use will not be permitted during class. (This excludes students who have documentation indicating laptop use is a learning accommodation from the *Office of Learning Resources*.) Use of cell phones is also not permitted, including sending or reading text messages or e-mail. Please keep your cell phones away and on silent. As graduate students you are expected to understand and display professionalism and maturity.

**Attendance:** It is expected that students attend all classes. If you do not attend class, you will not do well in this course. Students who miss class are still responsible for all material covered during the missed class period. If you miss class, it is your responsibility to get all notes, announcements, handouts and other course materials from one of your classmates.

**Late Policy:** Hard copies of all assignments must be handed in at the start of class on the day that the assignment is due. I will not accept e-mail copies of assignments. Late assignments will receive a 10% deduction from the overall grade for each day that they are late, including weekends. You are responsible for turning in hard copies of assignments by the start of class even if you are unable to attend class on the day the assignment is due.

**Deadlines:** Deadlines are firm. Extensions for assignments and/or exams will only be granted in cases of documented medical emergencies or a documented death in the family. All work must be completed by the end of the course or you will receive an "F" for the course.

**Documented Emergencies:** If you unfortunately experience a documented personal emergency (e.g., serious illness, family death) please e-mail me as soon as possible to make an appointment to meet with me so that I can work with you to help you complete the class.

**Academic Dishonesty:** Academic dishonesty, including cheating and plagiarism will not be tolerated. Cheating includes, but is not limited to, looking at others' exams or letting them look at yours, copying or giving exam answers, peeking at cheat sheets or course notes. Plagiarism includes, but is not limited to, copying the words of a fellow student or any author without citing the source, copying even short phrases from written work that you are using as a reference, and turning in papers you've gotten from the internet or other students, etc. Ideas supported by another work should be clearly cited and direct reproduction of another's writing should always be presented in quotations in APA style. I reserve the right to use the service of "Turnitin.com" for questionable material in order to determine if all or part of a student's work is from plagiarism. In addition, please note that the UD Honor Code does not permit the use of an assignment (e.g., paper) for multiple courses unless permission is granted by involved professors.

All suspected acts of plagiarism and cheating will result in: 1) a zero for the examination and/or assignment, and 2) disciplinary action will be taken, including reporting the plagiarism to the chair of the Psychology Department and the academic dean.

**Office Hours** If you are having difficulty or are concerned about your progress in this course, I am here to help you. Please come see me as soon as possible, as waiting until the end of the semester will not allow me to help you fully. My office hours are also a time for you to pop-in to ask questions about careers in psychology, graduate school, or anything else that you'd like to discuss with me. You may sign up for my scheduled office hours (listed at the top of page 1) using the Google Calendar link posted on Isidore. For students who have class during my scheduled office hours, I will do my best to schedule a special appointment to meet with you. Please e-mail me at least a week in advance to schedule an appointment, as it may be difficult to accommodate you with less than one week's notice.

**E-mail:** It may take me up to 24 hours to respond to e-mails received Monday morning through Friday afternoon (1pm). E-mails received Friday after 1pm and over the weekend may take longer, but will receive a response by the following Monday at 5pm.

**Accommodations:** Students with special needs are encouraged to contact me during the first week of class to make an appointment so that we can discuss whatever arrangements may be needed to facilitate your progress in the course. If you require special accommodations for testing you will need to provide me with the proper documentation from the *Office of Learning Resources* (Roesch Library, Ryan C. Harris Learning Teaching Center, Room 023, Phone: (937) 229-2066; TTY (937) 229-2059 for deaf/hearing impairment). All inquiries and discussions about accommodations will remain confidential.

**On-Campus Learning Support:** The University of Dayton's *Office of Learning Resources* is a free service for all students seeking to perform their best academically. They offer a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic coaching (test taking strategies, time management counseling, and study techniques), supplemental instruction, services for international students, and writing support. OLR is located on the ground floor of Roesch Library. If you wish to request a tutor, you must go to [go.udayton.edu/tutoring](http://go.udayton.edu/tutoring) and follow the given instructions. Please contact the *Office of Learning Resources* at (937) 229-2066 or [learningresources@udayton.edu](mailto:learningresources@udayton.edu) if you have any questions.

## TENTATIVE COURSE SCHEDULE

Topics may take more or less time to cover depending on the class' understanding of various topics; thus, this course schedule is tentative. It is your responsibility to track these changes. Therefore, you should attend each class to stay on top of any changes that might occur.

Week	Date	Topic
1	08/21	The code – necessary but not sufficient General principles and history of the APA Ethics Code
2	08/28	Introduction to multiculturalism, racism, and stereotypes Ethical decision-making
3	09/04	Competence to practice Informed consent, confidentiality, and record keeping <i>The Shrink Next Door</i> episode #1 <b>**Ethics Autobiography due</b>
4	09/11	Intersection of ethics and the law I: Navigating the code and the law Intersection of ethics and the law II: Subpoenas and expert testimony
5	09/19	Multiple relationships and maintaining boundaries Romantic and sexual relationships <i>The Shrink Next Door</i> episode #2
6	09/25	Responding to suicidal risk Responding to homicidal risk <i>The Shrink Next Door</i> episode #3
7	10/02	Working with children, adolescents, and families Working with elders and individuals with disabilities Mandated reporting of abuse, neglect, and domestic violence
8	10/09	<b>Fall Break: No Class</b>
9	10/16	Assessment Nonerotic touch in psychotherapy <i>The Shrink Next Door</i> episode #4
10	10/23	Supervision Termination <i>The Shrink Next Door</i> episode #5
11	10/30	Research and scholarly publication Ethical considerations in academia <i>The Shrink Next Door</i> episode #6
13	11/06	Media, social media, and technology Financial considerations and the “business”
14	11/13	Working with diverse clients I: Race, ethnicity, and social class Diversity Experience Discussion <b>**Diversity Experience Reflection due</b>
15	11/20	Working with diverse clients II: Religion <i>Film: The Girl in the River</i>
16	11/27	<b>Happy Turkey or Tofurkey Day: No class</b>
17	12/04	Working with diverse clients III: Sexual orientation and gender identity <i>Film: Moonlight</i> Course Wrap-Up <b>**Location TBD</b>
18	12/12	<b>Exam week: no class</b> <b>**Final Exam due in my mailbox by 4:30pm</b>

## **READING/PODCAST ASSIGNMENTS**

*\*Recommended, but not required*

**08/21/19**

### ***The code – necessary but not sufficient***

Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 1: On Being Ethical).

Knapp, S., Handelsman, M. M., Gottlieb, M. C., VandeCreek, L.D. (2013). The dark side of professional ethics. *Professional Psychology, Research and Practice*, 44(6), 371-377.

### ***General principles and history of the APA Ethics Code***

Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 18: Ethics Codes, Regulations, and Enforcements).

American Psychological Association (2010). Ethical Principles of Psychologists and Code of Conduct Including 2010 Amendment. *Washington, D.C.*: American Psychological Association. (Read pp 1-4 (through principle D); look over pp 4-14)

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (look over document)

\*American Psychological Association (2002). Rules and procedures. *American Psychologist*, 57(8), 626-645.

**08/28/19**

### ***Introduction to multiculturalism, racism, and stereotypes***

Fowers, B., & Davidov, B. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist*, 61(6), 581-594.

Sue, D.W., Alsaidi, S., Awad, M.N., Glaeser, E., Calle, C.Z., Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, white allies, and bystanders. *American Psychologist*, 74 (1), 128-142.

Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62 (4), 271-286. (only pp 280-286 required)

Yancy, G. (2015, Dec 24). Dear white America. *The New York Times*. Retrieved from [http://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/?smid=pl-share&\\_r=0](http://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/?smid=pl-share&_r=0)

### ***Ethical decision-making***

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 18-19)

Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 17: Making Ethical Decisions and Taking Action).

Barnett, J. E., Behnke, S. H., Rosenthal, S. L., Koocher, G. P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology, Research and Practice*, 38(1), 7-12.

Knapp, S. & VandeCreek, L. (2007). When values of different cultures conflict: Ethical decision making in a multicultural context. *Professional Psychology: Research and Practice*, 38(6), 660-666.

**09/04/19**

***Competence to practice***

- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. (pp 4-5)
- Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 21-22)
- Wise, E. H. (2008). Competence and scope of practice: Ethics and professional development. *Journal of Clinical Psychology: In Session, 64(5)*, 626-637.
- Roysircar, G. (2004). Cultural self-awareness assessment: Practice examples from psychology training. *Professional Psychology: Research and Practice, 35(6)*, 658-666.
- \*Overholser, J.C., & Fine, M. (1990). Defining the boundaries of professional competence. *Professional Psychology: Research and Practice, 21(6)*, 462-469.
- \*Sherman, M. & Thelen, M. (1998). Distress and professional impairment among psychologists in clinical practice. *Professional Psychology: Research and Practice, 29(1)*, 79-85.

***Informed consent, confidentiality, and record keeping***

- Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 6: Privacy, Confidentiality, and Record Keeping)
- Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 20-21)
- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. (pp 6-8)
- American Psychological Association. (2007). Record Keeping Guidelines. *American Psychologist, 62(9)*, 993-1004.
- Barnett, J.E., Wise, E.H., Johnson-Greene, D., & Bucky, S.F. (2007). Informed consent: Too much of a good thing or not enough? *Professional Psychology: Research and Practice, 38(2)*, 179-182.
- \*Taube, D. O. (2013). Portable digital devices: Meeting challenges to psychotherapeutic privacy. *Ethics & Behavior, 23*, 81-97.
- \*Fisher, C. B., & Oransky, M. (2008). Informed consent to psychotherapy: Protecting the dignity and respecting the autonomy of patients. *Journal of Clinical Psychology: In Session, 64(5)*, 576-588.

***Podcast***

- Nocera, J. (Host) (2019, May 21). *The Shrink Next Door: Welcome to the neighborhood* [Audio podcast]. Retrieved from <https://wonderly.com/shows/shrink-next-door/>

**09/11/19**

***Intersection of ethics and the law I: Navigating the code and the law***

- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. p 3 (1<sup>st</sup> paragraph)
- Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 11, #4)
- Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology, Research and Practice, 38*(1), 54-59.
- American Psychological Association, Committee on Professional Practice and Standards. (2003). Legal issues in the professional practice of psychology. *Professional Psychology: Research and Practice, 34*(6), 595-600.
- Younggren, J. N., & Harris, E. A. (2008). Can you keep a secret? Confidentiality in psychotherapy. *Journal of Clinical Psychology: In Session, 64*(5), 589-600.

***Intersection of ethics and the law II: Subpoenas and Expert Testimony***

- Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 13: Mental Health Practitioners in the Legal System: Tort and Retort)
- Rotgers, F., & Barrett, D. (1996). Daubert v. Merrell Dow and expert testimony by clinical psychologists: Implications and recommendations for practice. *Professional Psychology: Research and Practice, 27*(5), 467-474.
- American Psychological Association, Committee on Legal Issues. (2006). Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. *Professional Psychology, Research and Practice, 37*(2), 215-222.

**09/19/19**

***Multiple relationships and maintaining boundaries***

- Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. University Press. (Chapter 8: Nonsexual Multiple Relationships)
- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. (p 6)
- Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 17-18)
- Pope, K.S., & Kieth-Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences. *Journal of Clinical Psychology: In Session, 64*(5), 638-652.
- Campbell, C. D., & Gordon, M. C. (2003). Acknowledging the inevitable: Understanding multiple relationships in rural practice. *Professional Psychology: Research and Practice, 34*(4), 430-434.
- \*Younggren, J., & Gottlieb, M. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice, 35*(3), 255-260.
- \*Vasquez, M., (2007). Sometimes a Taco is just a taco!! In Barnett, J. E., Lazarus, A. A., Vasquez, M. J. T., Morread-Slaughter, O., & Johnson, W. B. (2007). Boundary issues and multiple relationships: Fantasy and reality. *Professional Psychology: Research and Practice, 38*(4), 401-410.
- \*Constantine, M. G., Kwong-Liem, K. K. (2003). Cross-cultural considerations of therapist self-disclosure. *Journal of Clinical Psychology, 59* (5), 581-588.



### ***Romantic and sexual relationships***

Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 9: Attraction, Romance, and Sexual Intimacies with Clients and Subordinates)

American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. (p 4)

Gabbard, G. O. (1994). Reconsidering the American Psychological Association's policy on sex with former patients: Is it justifiable? *Professional Psychology: Research and Practice*, 25(4), 329-335.

\*Lamb, D. H., Cantazaro, S.J., & Moorman, A.S. (2003). Psychologists reflect on their sexual relationships with clients, supervisees, and students: Occurrence, impact, rationales, and collegial intervention. *Professional Psychology: Research and Practice*, 34(1), 102-107.

### ***Podcast***

Nocera, J. (Host) (2019, May 21). *The Shrink Next Door: Sibling Rivalry* [Audio podcast]. Retrieved from <https://wonderly.com/shows/shrink-next-door/>

## **09/25/19**

### ***Responding to suicidal risk***

Bryan, C. J. & Rudd, M. D. (2006). Advances in the assessment of suicide risk. *Journal of Clinical Psychology: In Session*, 64(2), 185-200.

Jobes, D.A., Rudd, M.D., Overholser, J.C., Joiner Jr., T.E. (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.

\*Sommers-Flanagan, J., & Sommers-Flanagan, R. (1995). Intake interviewing with suicidal patients: A systematic approach. *Professional Psychology: Research and Practice*, 26(1), 41-47.

### ***Responding to homicidal risk***

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 35-36)

Borum, R., & Reddy, M. (2001). Assessing violence risk in *Tarasoff* situations: A fact-based model of inquiry. *Behavioral Sciences and the Law*, 19, 375-385.

Ivers, N. N., & Perry, R. L. (2014). A time to tell? Legal issues regarding the duty to warn and protect. *Journal of Human Services*, 34(1), 70-81.

Covitz, H.H. (2017). Health, risk, and the duty to protect the community. In B. Lee (Ed.), *The Dangerous Case of Donald Trump* (pp. 198-208). New York, NY: St. Martin's Press.

\*Costa, L., & Altekruze, M. (1994). Duty-to-warn guidelines for mental health counselors. *Journal of Counseling and Development*, 72, 346-350.

### ***Podcast***

Nocera, J. (Host) (2019, May 23). *The Shrink Next Door: Easy Mark Markowitz* [Audio podcast]. Retrieved from <https://wonderly.com/shows/shrink-next-door/>

**10/02/19**

***Working with children, adolescents, and families***

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 37-39)

Koocher, G. P. (2008). Ethical challenges in mental health services to children and families. *Journal of Clinical Psychology: In Session*, 64(5), 601-612.

Gaines, R. (2003). Therapist self-disclosure with children, adolescents, and their parents. *Journal of Clinical Psychology*, 59, 569-580.

Larner, G. (2015) Ethical family therapy: Speaking the language of the other. *Australian and New Zealand Journal of Family Therapy*, 36(4), 434-449.

\*Ellis, E. M. (2009). Should a psychotherapist be compelled to release an adolescent's treatment records in a family custody case? *Professional Psychology: Research and Practice*, 40(6), 557-563.

***Working with elders and individuals with disabilities***

American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59(4), 236-260.

Kerkoff, T. R., Hanson, S. L. (2016). Disability culture: An ethics perspective. In J. M. Uomoto, *Multicultural neurorehabilitation: Clinical principles for rehabilitation professionals* (pp. 169-202). New York, NY: Springer Publishing Company, LLC.

\*Erickson Cornish, J. A., Gorgens, K.A., Monson, S.P., Olkin, R., Palombi, B.J., Abels, A.V. (2008). Perspectives on ethical practice with people who have disabilities. *Professional Psychology: Research & Practice*, 39(5), 488-497.

***Mandated reporting of abuse, neglect, and domestic violence***

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 33-35, 37)

The Ohio Domestic Violence Network (2003). The Ohio domestic violence protocol for health care providers: Standards of Care.

**10/09/19**

***Fall Break: No Class***

**10/16/19**

***Assessment***

Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 7: Psychological Assessment: Testing Tribulations)

American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. (pp 12-13)

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 18-19)

Turchik, J.A., Karpenko, V., Hammers, D., & McNamara, J.R. (2007). Practical and ethical assessment issues in rural, impoverished, and managed care settings. *Professional Psychology: Research and Practice*, 38(2), 158-168.

Acevedo-Polakovich, I. D., Reynaga-Abiko, G., Garriott, P. O., Derefinko, K. J., Wimsatt, M. K., Gudonis, L. C., Brown, T. L. (2007). Beyond instrument selection: Cultural considerations in the

psychological assessment of U.S. Latinas/os. *Professional Psychology: Research and Practice*, 38(4), 375-384.

### ***Nonerotic touch in psychotherapy***

McNeil-Haber, F. M. (2004). Ethical considerations in the use of nonerotic touch in psychotherapy with children. *Ethics & Behavior*, 14, 123-140.

Phelan, J. E. (2009). Exploring the use of touch in the psychotherapeutic setting: A phenomenological review. *Psychotherapy: Theory, Research, Practice, Training*, 46(1), 97-111.

\*Kertay, L., & Reviere, S. L. (1993). The use of touch in psychotherapy: Theoretical and ethical considerations. *Psychotherapy*, 30, 32-40.

### ***Podcast***

Nocera, J. (Host) (2019, May 28). *The Shrink Next Door: The familia* [Audio podcast]. Retrieved from <https://wondery.com/shows/shrink-next-door/>

## **10/23/19**

### ***Supervision***

Koocher, G. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Professional standards and cases* (4<sup>th</sup> Edition). New York, NY: Oxford University Press. (Chapter 10: Relationships with Colleagues, Students, Supervisees, and Employees, pp 356-375)

American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. (pp 10)

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. pp 4-11

Barnett, J. E., Cornish, J. A. E., Goodyear, R. K., & Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice*, 38(3), 268-275.

Thomas, J. (2007). Informed consent through contracting for supervision: Minimizing risks, enhancing benefits. *Professional Psychology, Research and Practice*, 38 (3), 221-231.

### ***Termination***

American Psychological Association. (2010). Ethical principles of psychologists and code of conduct including 2010 amendment. *Washington, D.C:* American Psychological Association. (pp 14)

Ohio State Board of Psychology (2015, October). Oral examination preparation manual for Ohio Board of Psychology licensure candidates. (pp 15 (#8) - 16)

Vasquez, M. J. T., Bingham, R. P., Barnett, J. E. (2008). Psychotherapy termination: clinical and ethical responsibilities. *Journal of Clinical Psychology: In Session*, 64(5), 653-665.

Younggren, J., & Gottlieb, M. (2008). Termination and abandonment: History, risk, and risk management. *Professional Psychology, Research and Practice*, 39(5), 498-504.

### ***Podcast***

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