



UNIVERSITY OF
CALGARY

Psychology 659

Professional Issues and Ethics in Clinical Psychology
Course Outline: **Fall, 2006 Term**

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Lectures: Daily, September 4- 7, 2005, 9:00- 12:00 am and 1:00- 5:00 pm,
Plus one other date, TBA
Location: Administration Bldg. 167

Course description:

This course will provide an overview of ethics issues for students who are pursuing training in clinical psychology. Students will read major ethics documents related to the practice of psychology in Canada and Alberta. Additionally, the application of ethics documents and other practice guidelines to actual cases will be discussed. The regulation of psychology as an independent profession will be covered. We will discuss such issues as training models, continuing education, and professional liability. Later aspects of the course will focus on applied issues, including confidentiality, right to privacy, informed consent, therapeutic relationship issues, involuntary commitment and social responsibility. Special applications of clinical psychology to the medical and legal contexts will be discussed.

Readings:

Readings are named below. Please note that due to the intensive nature of this course, *all* course readings should be read before the course begins. The instructor will assume this task has been accomplished.

Course outline and required readings:

| Date | Topics | Readings |
|-------------|--|----------|
| September 4 | Organizational meeting. The organization of professional psychology in Canada. Training models in professional psychology. The Scientist-Practitioner Model. Program Accreditation. The definition of clinical psychology. | 1- 4 |
| | The Profession of Psychology in Alberta and Canada. The College of Alberta Psychologists and the <i>Health Professions Act</i> . | 5- 6 |
| September 5 | The Canadian Psychological Association's <i>Code of Ethics</i> , history | 7-8 |

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|-------------|---|---------|
| | and description of its organization. Ethical decision-making. Case evaluations. | |
| | The APA Code of Ethics. Codes of Conduct, Practice Guidelines and other guidelines. <i>Ethics Examination</i> | 9 - 18 |
| September 6 | Continuing Education, Practice Review, Professional Liability, and the Disciplinary Process. | 19 - 21 |
| | Patient Rights, Confidentiality, Right to Privacy, Informed Consent, Involuntary commitment, competence, Right to refuse treatment. | 22- 31 |
| | Clinical Psychology in the health context, multidisciplinary issues. | 32- 37 |
| September 7 | Practice Issues: Gender and sexual orientation | 38- 42 |
| | Practice Issues: Multicultural Factors in Clinical Practice | 43- 49 |
| TBA | Practice Issues: Clinical Psychology in the Courts | 50- 53 |
| TBA | Business aspects of Clinical Psychology. Internship and other Clinical training opportunities. The future of Clinical Psychology. | 54- 55 |

Course Requirements and Evaluation:

In a course such as this, consistent class attendance and participation are critical to the learning process. As such, performance in the course will include an evaluation of attendance and participation. Students are expected to attend all classes to obtain maximal credit for attendance.

The second component of the course will be an examination on the ethics of Clinical Psychology. This examination will consist of a series of ethical dilemmas, for which the student must write down the identified ethical concerns (if any), and state a course of planned action. This examination will take place in class on September 5.

The third component of the course will consist of 2 reaction papers to the material being read. Each reaction paper must be submitted at the beginning of the class on which it is relevant, and should describe your reactions to, thoughts about, or appraisals of the ideas in one or more of the readings for that class. Each reaction paper must be no longer than 3 double-spaced (12 pitch font, 1" margins) pages, inclusive of everything (no title page; no references). Each paper will be counted as 12.5% of your final grade.

The balance of the course grade will be based upon a term paper of no more than 30 typewritten double-spaced pages (completed consistent with the 2001 (5th Edition) *APA Publication Manual* guidelines). The topic of the term paper will address a topic from this course, agreed to between you and the instructor. The term paper is due at the beginning of the last class (TBA, to be scheduled at the first class, on September 4).

*Summary of course evaluation procedures:**Maximum score:*

| | |
|------------------------------|-----------|
| Class attendance: | 10 |
| Ethics Examination: | 25 |
| Reaction papers: | 25 |
| Term paper: | <u>40</u> |
| TOTAL Possible Course Grade: | 100 |

Grades will be assigned no more stringently than the following:

| | | | |
|---------|----|--------|----|
| 96- 100 | A+ | 70- 74 | B |
| 85- 95 | A | 50- 69 | B- |
| 80- 84 | A- | 00- 49 | F |
| 75- 79 | B+ | | |

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Course Readings:

Note the following web sites for on-line materials:

Canadian Psychological Association (www.cpa.ca)

American Psychological Association (www.apa.org)

College of Alberta Psychologists (www.cap.ab.ca)

Government of Alberta documents (Queens Printer) (www.qp.gov.ab.ca/catalogue)

Government of Canada statutes (<http://laws.justice.gc.ca/en/>)

Most other journal articles can be obtained on-line through PsychInfo and Ovid Citations.

1. Section on Clinical Psychology, Canadian Psychological Association (1999). *Definition of Clinical Psychology*. (online at <http://www.cpa.ca/clinical/advancing/brochureE.pdf>)
2. American Psychological Association Division 12 (1996). An Update on Empirically Validated Therapies.(online at http://pantheon.yale.edu/~tat22/empirically_supported_treatments.htm)
3. CPA Clinical Psychology Section Task Force Report on Empirically Supported Treatments (1998). (online at www.cpa.ca/clinical/advancing/section.html)
4. Chambless, D., & Ollendick, T. H. (2001). Empirically Supported Psychological Interventions: Controversies and Evidence. *Annual Review of Psychology*, Vol. 52: 685-716. (Available at <http://arjournals.annualreviews.org.ezproxy.lib.ucalgary.ca/doi/pdf/10.1146/annurev.psych.52.1.685> in the University of Calgary system).
5. Government of the Province of Alberta. (1999). *Health Disciplines Act*. (sections 1 to 159, and Schedule 22). (Online at <http://www.canlii.org/ab/laws/sta/h-7/20041104/whole.html>)
6. College of Alberta Psychologists (1999). *Criteria for evaluating academic credentials of candidates*. (online at <http://www.cap.ab.ca/pdfs/academiccriteriaforregistrationaspsychologists.pdf>)
7. Canadian Psychological Association. (2001). *The Canadian Code of Ethics for Psychologists: 3rd Edition*. Ottawa: Author. (available on line at <http://www.cpa.ca/cpaweb/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>) A printed copy of this document can also be order through CPA, at <http://www.cpa.ca/order.html>).
8. Tymchuk, A.J. (1986). Guidelines for ethical decision making. *Canadian Psychology/ Psychologie Canadienne*, 27(1), 36-43.
9. American Psychological Association (2002). *Ethical Principles of psychologists and code of conduct*. Washington, D.C.: Author. (online at www.apa.org/ethics/code2002.html)
10. College of Alberta Psychologists (2002). *Code of Conduct*. Author: Edmonton, Alberta. (online at <http://www.cap.ab.ca/PPA/pdfs/codeofconduct.pdf>)
11. College of Alberta Psychologists. (1998). *The use of aversive techniques in behaviour management*. Edmonton: Authour. (online at <http://www.cap.ab.ca/pdfs/codeofconduct.pdf>)
12. College of Alberta Psychologists. (1998). *Child Custody Assessment Guidelines*. Edmonton: Authour. (online at <http://www.cap.ab.ca/pdfs/HPAPGFP-ChildCustodyAssessment.pdf>)
13. College of Alberta Psychologists. (1998). *Advertising and other public statements*. Edmonton: Authour. (online at <http://www.cap.ab.ca/pdfs/HPAPGFP-Advertisingandotherpubcommunication.pdf>)
14. College of Alberta Psychologists. (1998). *Control of psychological tests by psychologists*. Edmonton: Authour. (online at <http://www.cap.ab.ca/pdfs/HPAPGFP->

[ControlandUseofTests.pdf](#))

15. Fine, M. A. & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141- 1147.
16. College of Alberta Psychologists (1998). *Release of confidential information: Special issues in third party requests*. Edmonton: Authour. (online at <http://www.cap.ab.ca/pdfs/HPAPGFP-Releaseofconfidentialinformation.pdf>)
17. Eberlein, L. (1990). Client records: Ethical and legal considerations. *Canadian Psychology / Psychologie Canadienne*, 31(2), 155-166.
18. American Psychological Association. (1993). Record keeping guidelines. *American Psychologist*, 48, 984- 986. Available online at <http://www.apa.org/practice/recordkeeping.pdf>
19. Van Horne, B. A. (2004). Psychology Licensing Board Disciplinary Actions: The Realities. *Professional Psychology: Research and Practice*, 1 35, 170-178.
20. Sanchez, Heriberto G. (2001). Risk factor model for suicide assessment and intervention. *Professional Psychology: Research and Practice*, 32, 351-358.
21. Rogers, T. (1997). Extending the CPA Code of Ethics: A research participant's bill of rights. *History and Philosophy of Psychology Bulletin*, 9, 3- 12.
22. Government of Canada (1982). *The Charter of Rights and Freedoms*, 1982. Ottawa: Author. (online at <http://laws.justice.gc.ca/en/charter/index.html>)
23. Government of Alberta. (1990). *Mental Health Act*. Edmonton: Queens Printer. (online at http://www.qp.gov.ab.ca/documents/Acts/M13.cfm?frm_isbn=0779745027)
24. Government of Alberta. (2000). *Child, Youth and Family Enhancement Act*. Edmonton: Queens Printer. (online at http://www.qp.gov.ab.ca/documents/Acts/C12.cfm?frm_isbn=0779742923; sections 1 –1 5 only)
25. Government of Alberta (2000). *Freedom of Information and Protection of Privacy Act*. Edmonton: Queens Printer. (online at http://www.qp.gov.ab.ca/documents/Acts/F25.cfm?frm_isbn=0779746465)
26. Jackman-Cram, S., & Dobson, K.S. (1993). Confidentiality: Legal and ethical aspects for Canadian psychologists. *Canadian Psychology/ Psychologie Canadienne*, 34, 347-363.
27. Crowhurst, B., & Dobson, K. S. (1993) Informed consent: Legal issues and applications to psychology. *Canadian Psychology/ Psychologie Canadienne*, 34, 329-346.
28. Ryan, D. P., & Bagby, R. M. (1985). Psychologists and privileged communication. *Canadian Psychology/ Psychologie Canadienne*, 26, 207- 213.
29. Cantor, D. (1998). Achieving a mental health bill of rights. *Professional Psychology: Research and Practice*, 29, 315-316.
30. Walters, D. (1995). Mandatory reporting of child abuse: Legal, ethical and clinical

- implications within a Canadian context. *Canadian Psychology/ Psychologie Canadienne*, 36, 163- 182.
31. Government of Alberta (2000). *Personal Directives Act*. Edmonton: Queen's Printer. (online at http://www.qp.gov.ab.ca/documents/Acts/P06.cfm?frm_isbn=0779721837).
 32. Principles of the 1984 *Canada Health Act*, updated to 2006. (online at <http://laws.justice.gc.ca/en/c-6/233402.html>)
 33. Hearn, M. T., & Evans, D. R. (1993) Applications of psychology to health care. In K. S. Dobson & D. J. G. Dobson (Eds). *Professional Psychology in Canada*. Toronto: Hogrefe-Huber.
 34. Rumsey, N., Maguire, B., Marks, D.F., Watts, M., Weinman, J. Wright, S. (1994). Towards a core curriculum. *The Psychologist*, 14, 129-131.
 35. Kingsbury, S. J. (1987). Cognitive differences between psychologists and psychiatrists. *American Psychologist*, 42, 152- 156.
 36. Romanow, R. J., & Marchildon, G. P. (2003). Psychological services and the future of health care on Canada. *Canadian Psychology*, 44, 283- 295.
 37. Heiby, E. M., DeLeon, P. H., & Anderson, T. (2004). A debate on prescription privileges for psychologists. *Professional Psychology: Research and Practice*, 35, 336- 344.
 38. Brown, L. S. (1991) Ethical issues in feminist therapy. *Psychology of Women Quarterly*, 15, 323- 336.
 39. Enns, C. Z. (1992) Toward integrating feminist psychotherapy and feminist philosophy. *Professional Psychology: Research and Practice*, 23, 453- 466.
 40. DeVoe, D. (1990). Feminist and nonsexist counseling: Implications for the male counselor. *Journal of Counseling and Development*, 69, 33- 36.
 41. Schneider, M. S., Brown, L. S., & Glassgold, J. M. (2002). Implementing the resolution on appropriate therapeutic responses to sexual orientation: A guide for the perplexed. *Professional Psychology: Research and Practice*, 33, 265- 276.
 42. Sobociniski, M. R. (1990). Ethical issues in the counseling of gay and lesbian adolescents: Issues of autonomy, competence and confidentiality. *Professional psychology: Research and Practice*, 21, 240- 247.
 43. Esses, V. M., & Gardener, R. C. (1996). Multiculturalism in Canada: Context and current status. *Canadian Journal of Behavioural Science*, 28, 145- 152.
 44. Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith, E.J., & Vasquez-Nuttall, E. (1987). Cross-cultural counseling competencies. *The Counseling Psychologist*, 10, 45- 52.
 45. American Psychological Association (2002). *Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations*. Washington, DC: Author.

(online at <http://www.apa.org/pi/multiculturalguidelines/formats.html>)

46. Roysircar, G. (2004). Cultural self-awareness Assessment: Practice examples from psychology training. *Professional Psychology: Research and Practice*, 35, 658- 666.
47. Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54, 1070- 1077.
48. College of Alberta Psychologists. (1998). *Non-discriminatory practices*. Edmonton: Author. (online at <http://www.cap.ab.ca/pdfs/HPAPGFP-Non-discriminatoryPractice.pdf>)
49. Canadian Mental Health Association. (1989). *Immigrants and mental health*. Toronto: Author.
50. Evans, D.R. (1987). The psychologist as an expert witness in civil and criminal litigation. *Canadian Psychology / Psychologie Canadienne*, 28(3), 274-279.
51. Pollock, A. L., Webster, B. D. (1993) Psychology and the law: The emerging role of forensic psychology. In K. S. Dobson and D. J. G. Dobson (Eds). *Professional Psychology in Canada*. Toronto: Hogrefe- Huber.
52. Ogloff, J. R. P. (1990). Law and psychology in Canada: The need for research and training. *Canadian Psychology/ Psychologie Canadienne*, 31, 61- 73. FYI: the Criminal Code of Canada is online at <http://laws.justice.gc.ca/en/C-46/index.html>; this is not a required reading, however)
53. College of Alberta Psychologists. (1996). *Addressing recovered memories*. Edmonton: Author. (online at <http://www.cap.ab.ca/pdfs/HPAPGFP-AddressingRecoveredMemories.pdf>)
54. Rodolfa, E. R., Vieille, R., Russell, P., Nijjer, S., Nguyen, D. Q., Mendoza, M., & Perrin, L. (1999). Internship selection: Inclusion and exclusion criteria. *Professional Psychology: Research and Practice*, 30, 415-419.
55. Newlin, C. M., Adolph, J. L., & Kreber, L. A. (2004). Factors that influence fee setting by male and female psychologists. *Professional Psychology: Research and Practice*, 35, 548-552.