



Psychology 659

Ethics and Professional Issues in Clinical Psychology
 Course Outline: **Winter, 2009 Term**

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Lectures: Block Week, January 5- 9, 2009; 9:00- 4:30 daily
 Location: Administration Bldg. 248

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, and should be completed before each class named below.

Course outline and required readings:

Date	Topics	Readings
January 5	The organization of professional psychology in Canada. Training models in professional psychology. The Scientist-Practitioner Model. Program Accreditation. The definition of clinical psychology.	1- 5
	The Profession of Psychology in Alberta and Canada. The College of Alberta Psychologists and the <i>Health Professions Act</i> .	6-7
	The Canadian Psychological Association's <i>Code of Ethics</i> , history and description of its organization. Ethical decision-making. Case evaluations.	8-9
January 6	The APA <i>Code of Ethics</i> . Codes of Conduct, Practice Guidelines	10 - 15
	Practice Guidelines and other guidelines.	16- 19
	<i>Ethics Examination</i>	

January 7	Continuing Education, Practice Review, Professional Liability, and the Disciplinary Process.	20 - 22
	Patient Rights, Confidentiality, Right to Privacy, Informed Consent, Involuntary commitment, competence, Right to refuse treatment.	23- 32
January 8	Clinical Psychology in the health context, multidisciplinary issues.	33- 38
	Practice Issues: Gender and sexual orientation	39- 43
January 9	Practice Issues: Multicultural Factors in Clinical Practice	44- 50
	Practice Issues: Clinical Psychology in the Courts	51- 54
	Business aspects of Clinical Psychology. Internship and other Clinical training opportunities.	55- 57
	The future of Clinical Psychology. Other issues by request. Term paper due.	58

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 January 6.

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 count 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 5th Edition *APA Publication Manual*). 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 beginning of the last day of regular classes (April 10, 2009).

Summary of course evaluation procedures:

	<i>Maximum score:</i>
Class attendance and participation:	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+	80- 84	A-	70- 74	B	00- 49	F
85- 95	A	75- 79	B+	50- 69	B-		

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole

percentage (e.g., 84.5% will be rounded up to 85% = A but 84.4% will be rounded down to 84% = A-).

Important: A student seeking reappraisal of graded papers or exams must discuss his/her work within two weeks of the work having been returned to class. No reappraisal is permitted after the two week period. Tape recordings of lectures must be approved by the lecturer.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor at the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam. A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

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/>)

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*, 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. Hunsley, J. (2007). Training Psychologists for Evidence-Based Practice. *Canadian Psychology/Psychologie canadienne*, 48, 32-42.
 6. 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>)
 7. College of Alberta Psychologists (1999). *Criteria for evaluating academic credentials of candidates*. (online at <http://www.cap.ab.ca/pdfs/academiccriteriaforregistrationaspsychologists.pdf>)
 8. Canadian Psychological Association. (2001). *The Canadian Code of Ethics for Psychologists: 3rd Edition*. Ottawa: Author. (available on line at <http://www.cpa.ca/cpsite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>) This document can also be order through CPA, at <http://www.cpa.ca/order.html>).
 9. Tymchuk, A.J. (1986). Guidelines for ethical decision making. *Canadian Psychology/Psychologie Canadienne*, 27(1), 36-43.
 10. American Psychological Association (2002). *Ethical Principles of psychologists and code of conduct*. Washington, D.C.: Author. (online www.apa.org/ethics/code2002.html)
 11. College of Alberta Psychologists (2002). *Code of Conduct*. Author: Edmonton, Alberta. (online <http://www.cap.ab.ca/PPA/pdfs/codeofconduct.pdf>)
 12. College of Alberta Psychologists. (1998). *The use of aversive techniques in behaviour management*. Edmonton: Author. (online <http://www.cap.ab.ca/pdfs/codeofconduct.pdf>)
 13. College of Alberta Psychologists. (1998). *Child Custody Assessment Guidelines*. Edmonton: Authour. (online <http://www.cap.ab.ca/pdfs/HPAPGFP-ChildCustodyAssessment.pdf>)
 14. College of Alberta Psychologists. (1998). *Advertising and other public statements*. Edmonton: Authour. (online <http://www.cap.ab.ca/pdfs/HPAPGFP-Advertisingandotherpubcommunication.pdf>)
 15. College of Alberta Psychologists. (1998). *Control of psychological tests by psychologists*. Edmonton: Authour. (online <http://www.cap.ab.ca/pdfs/HPAPGFP-ControlandUseofTests.pdf>)
 16. Fine, M. A. & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141- 1147.
 17. College of Alberta Psychologists (1998). *Release of confidential information: Special issues in third party requests*. Edmonton: Authour. (online <http://www.cap.ab.ca/pdfs/HPAPGFP-Releaseofconfidentialinformation.pdf>)
 18. Eberlein, L. (1990). Client records: Ethical and legal considerations. *Canadian Psychology / Psychologie Canadienne*, 31(2), 155-166.
 19. American Psychological Association. (1993). Record keeping guidelines. *American Psychologist*, 48, 984- 986. (online <http://www.apa.org/practice/recordkeeping.pdf>).
 20. Van Horne, B. A. (2004). Psychology Licensing Board Disciplinary Actions: The Realities. *Professional Psychology: Research and Practice*, 1 35, 170-178.
 21. Sanchez, Heriberto G. (2001). Risk factor model for suicide assessment and intervention. *Professional Psychology: Research and Practice*, 32, 351-358.
 22. 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.
 23. Government of Canada (1982). *The Charter of Rights and Freedoms*, 1982. Ottawa: Author. (online <http://laws.justice.gc.ca/en/charter/index.html>)
 24. Government of Alberta. (1990). *Mental Health Act*. Edmonton: Queens Printer. (online http://www.qp.gov.ab.ca/documents/Acts/M13.cfm?frm_isbn=0779745027)
 25. Government of Alberta. (2000). *Child, Youth and Family Enhancement Act*. Edmonton: Queens Printer. (online http://www.qp.gov.ab.ca/documents/Acts/C12.cfm?frm_isbn=0779742923; sections 1 –15 only)

26. Government of Alberta (2000). *Freedom of Information and Protection of Privacy Act*. Edmonton: Queens Printer. (online http://www.qp.gov.ab.ca/documents/Acts/F25.cfm?frm_isbn=0779746465)
27. Fisher, M. A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63, 1- 13.
28. Crowhurst, B., & Dobson, K. S. (1993) Informed consent: Legal issues and applications to psychology. *Canadian Psychology/ Psychologie Canadienne*, 34, 329-346.
29. Ryan, D. P., & Bagby, R. M. (1985). Psychologists and privileged communication. *Canadian Psychology/ Psychologie Canadienne*, 26, 207- 213.
30. Cantor, D. (1998). Achieving a mental health bill of rights. *Professional Psychology: Research and Practice*, 29, 315-316.
31. Walters, D. (1995). Mandatory reporting of child abuse: Legal, ethical and clinical implications within a Canadian context. *Canadian Psychology/ Psychologie Canadienne*, 36, 163- 182.
32. Government of Alberta (2000). *Personal Directives Act*. Edmonton: Queen's Printer. (online http://www.qp.gov.ab.ca/documents/Acts/P06.cfm?frm_isbn=0779721837)).
33. Principles of the 1984 *Canada Health Act*, updated to 2006. (online <http://laws.justice.gc.ca/en/c-6/233402.html>)
34. Belar, C. D. (2008). Clinical health psychology: A health care specialty in professional psychology. *Professional Psychology: Research and Practice*, 39, 229- 233.
35. Rumsey, N., Maguire, B., Marks, D.F., Watts, M., Weinman, J. Wright, S. (1994). Towards a core curriculum. *The Psychologist*, 14, 129-131.
36. Kingsbury, S. J. (1987). Cognitive differences between psychologists and psychiatrists. *American Psychologist*, 42, 152- 156.
37. Romanow, R. J., & Marchildon, G. P. (2003). Psychological services and the future of health care on Canada. *Canadian Psychology*, 44, 283- 295.
38. Heiby, E. M., DeLeon, P. H., & Anderson, T. (2004). A debate on prescription privileges for psychologists. *Professional Psychology: Research and Practice*, 35, 336- 344.
39. Brown, L. S. (1991) Ethical issues in feminist therapy. *Psychology of Women Quarterly*, 15, 323- 336.
40. Enns, C. Z. (1992) Toward integrating feminist psychotherapy and feminist philosophy. *Professional Psychology: Research and Practice*, 23, 453- 466.
41. DeVoe, D. (1990). Feminist and nonsexist counseling: Implications for the male counselor. *Journal of Counseling and Development*, 69, 33- 36.
42. 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.
43. 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.
44. Esses, V. M., & Gardener, R. C. (1996). Multiculturalism in Canada: Context and current status. *Canadian Journal of Behavioural Science*, 28, 145- 152.
45. Pedrotti J. T., Edwards, L. M., & Lopez, S. J. (2008). Working with multiracial clients in therapy: Bridging theory, research and practice. *Professional Psychology: Research and Practice*, 39, 192- 201
46. American Psychological Association (2002). *Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations*. Washington, DC: Author. (online <http://www.apa.org/pi/multiculturalguidelines/formats.html>)
47. Roysircar, G. (2004). Cultural self-awareness Assessment: Practice examples from psychology training. *Professional Psychology: Research and Practice*, 35, 658- 666.
48. Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*,

- 54, 1070- 1077.
49. College of Alberta Psychologists. (1998). *Non-discriminatory practice*. Edmonton: Author. (online <http://www.cap.ab.ca/pdfs/HPAPGFP-Non-discriminatoryPractice.pdf>)
 50. Canadian Mental Health Association. (1989). *Immigrants and mental health*. Toronto: Author.
 51. Evans, D.R. (1987). The psychologist as an expert witness in civil and criminal litigation. *Canadian Psychology / Psychologie Canadienne*, 28(3), 274-279.
 52. 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.
 53. 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)
 54. College of Alberta Psychologists. (1996). *Addressing recovered memories*. Edmonton: Author. (online <http://www.cap.ab.ca/pdfs/HPAPGFP-AddressingRecoveredMemories.pdf>)
 55. 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.
 56. Klein, D. N., & Nicholson, I. R. (2006). Costs of predoctoral Clinical Psychology internship training in a Canadian health care setting. *Canadian Psychology*, 47, 333-342.
 57. 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.
 58. Westra, H. A., Eastwood, J. D., Bouffard, B. B., & Gerritsen, C. J. (2006). Psychology's pursuit of prescriptive authority: Would it meet the goals of Canadian health care reform? *Canadian Psychology*, 47, 77-95.