

CCPX 5030: Ethical and Professional Issues in Clinical Psychology

Teachers College, Columbia University
Fall 2020

- Instructor:** Shamir Ally Khan, Ph.D., Adjunct Associate Professor of Psychology & Education, Department of Counseling & Clinical Psychology, Clinical Psychology Program
- Brief Bio:** Dr. Khan is a clinical psychologist who primarily works with individuals, couples, and families from underserved mental health communities (e.g., Muslims, South Asians, Asians, Arabs, Caribbean groups, men of color, etc.). He earned his B.A. from Haverford College, M.S. from Teachers College, Ph.D. from Columbia University, and completed his internship and postdoc through Columbia University Medical Center/NYSPI. He holds a post-graduate certificate from NYU's International Trauma Studies Program and was a fully funded Raoul Wallenberg Graduate Scholar at the Hebrew University of Jerusalem from 1996-97.
- Of Note:** This is Dr. Khan's 11th time teaching this course since 2007 (did not teach in 2012 & 2013).
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- Cell:** 917-817-9028
- Office Hours:** By Appointment
-
- Class Sessions:** 9/14, 9/21, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 11/9, **11/16**, 11/23, 11/30, 12/7, 12/14, 12/21
- Live Class Time:** Mondays, 1:00-2:40 PM EST
- Water Cooler:** Mondays, 2:40-3:00 PM EST (optional, unstructured)
- Zoom Room:** 958 2046 4105
- Password:** CCPX5030
- One Tap Mobile:** +13126266799,,95820464105# US (Chicago)
+19294362866,,95820464105# US (New York)
- <https://teacherscollege.zoom.us/j/95820464105?pwd=e1V3MTQxWktzVXptVjBpSE1ZS1dWZz09>
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- Guest Speaker:** Carolyn Reinach Wolf, Esq.
- Title:** Executive Partner in the law firm of Abrams, Fensterman, Fensterman, Eisman, Formato, Ferrara & Wolf, LLP and Director of the Firm's Mental Health Law practice in New York
- Topics for 11/16/20:** New York State (NYS) Court System (Mental Health Courts, Drug Treatment Courts, Family Treatment Courts), NYS Laws/Regulations (Mental Hygiene Law, SAFE Act, Kendra's Law), Duty to Warn in NYS vs. Other States, FERPA, Therapist Safety, Record Keeping
- Of Note:** This is Ms. Wolf's 6th time guest lecturing for this course since 2014.

ELIGIBILITY TO REGISTER FOR COURSE:

No Prerequisites. Registration for this required, core curriculum course is solely open to students entering their first semester in the Clinical Psychology Ph.D. Program or the Counseling Psychology Ph.D. Program. For Fall 2020, this course has been updated to reflect the current sociopolitical context (COVID-19, Black Lives Matter movement, etc.) and is adapted online through Zoom & Canvas.

DESCRIPTION & COURSE OBJECTIVES:

The primary purpose of this course is to lay the *foundational competency* for the **Ethical/Legal Standards (Global, National, Local)** and **Professionalism** for the practice of clinical and counseling psychology.

1. Foundational Competency for Ethical/Legal Standards (Global, National, Local) (FC1)*^

Students will be introduced to:

- Global ethical principles/practice standards through comparatively examining Codes of the American Psychological Association (APA), Canadian Psychological Association (CPA), and other international psychological associations (e.g., India, Russia, Australia, New Zealand, etc.);
- U.S. Federal and New York State statutes and regulations, case law, professional codes, and interdisciplinary systems/institutional/employer guidelines applicable to professional practice and to see the interplay and be able to resolve conflicts between ethics and each of these areas (comparisons of regulations and laws across U.S. states will also be introduced);
- Implications of these principles/standards to protect clients, the profession, and society;
- Critical evaluation of Ethics Codes, including O’Donohue’s 37 criticisms of the APA Code (2020);
- Ethics and Social Justice/Human Rights;
- Emerging ethical issues and the responsible use of technology (e.g., telepsychology, social media, etc.) in professional practice;
- Duty to Warn & Duty to Protect;
- Proactive, positive ethics vs. defensive, risk management.

Behavioral anchors:

- Understand how ethical principles/practice standards are developed nationally by focusing on case of emerging psychological association in the United Arab Emirates (UAE). Examine the role of religion and ethics codes, focusing on Muslim majority countries (e.g., Indonesia, Iran);
- Devise and learn to apply an individualized Ethical Decision-Making Algorithm (EDMA) with personal integrity and cultural competence to everyday ethical challenges and dilemmas **[PRACTICAL TOOL]**;
- Understand mandated reporting role: explore child maltreatment and elder abuse rates globally
- Complete New York State Mandated Reporter Training **[PRACTICAL TOOL]**
- Identification of ethical dilemmas (and how to resolve them appropriately and practically) versus routine ethical practice;
- Pro-active management & implementation of appropriate interventions in ethical & legal issues;
- Application of ethical concepts in professional activities.

2. Foundational Competency for Professionalism (FC2)*

Students will be introduced to:

- Acculturating into Clinical/Counseling doctoral student professional identity (e.g., conscientiousness, collegiality; conference attendance and presentations; leadership and/or service to the program, department, or field; membership in professional organizations such as APA, APS, NYSPA, etc.);
- Professional identity and attitudes as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility.

Behavioral anchors introduced may include:

- Deportment and accountability;
- Practicing within the scope of one's competence, and seeks consultation and supervision as needed;
- Demonstrating respect for and protection of confidentiality in private communications;
- Awareness of potential conflicts and maintaining appropriate professional boundaries;
- Articulating professional values and maintaining professional standards;
- Communicating verbally and nonverbally in ways that are appropriate to the professional context, including challenging interactions;
- Demonstrating active participation in and contribution to the development and advancement of the profession, the specialty, and colleagues;
- Evidencing continuous improvement and enhancement of knowledge, skills, and productivity;
- Taking independent action to correct situations that are in conflict with professional values;
- Recognizing the host of professional issues that may occur when consulting in various settings.

In addition, this course will introduce the *foundational competencies* for: **Individual/ Cultural/ Global Diversity, Reflective Practice/Self-Assessment and Self-Care, Interpersonal Skills/Communication, and Consultation/Interprofessional/Interdisciplinary Systems**, for the practice of clinical and counseling psychology.

3. Foundational Competency for Individual/Cultural/Racial/Global Diversity (FC3)*

Students will be introduced to:

- The knowledge, sensitivity and skill in working with individuals, groups and communities representative of all aspects of individual, cultural, and global diversity (e.g., ethnicity, race, gender, age, sexual orientation, national origin, religion/spirituality, disability status, socioeconomic status, and special populations);
- Being able to articulate how interactions between and among individuals and communities are shaped by diversity variables.

Behavioral anchors introduced may include:

- Awareness and utilization of APA Guidelines for specific diverse populations (e.g., women, LGBT clients, etc.) **[PRACTICAL TOOL]**;
- Self-awareness of his/her/their own individual and cultural diversity characteristics as these influence his/her/their functioning across competency domains and interpersonal interactions;
- Ethical and clinical issues in addressing racism in psychotherapy;
- Articulation of integrative conceptualizations of multiple aspects of diversity influencing clients, psychologists, groups, and organizations;
- Pursuit of consultation when unsure about diversity issues with others;
- Selection of culturally appropriate skills and techniques in clinical practice.

4. Foundational Competency for Reflective Practice/Self-Assessment and Self-Care (FC4)*

Students will be introduced to practicing with:

- Personal and professional self-awareness and reflection;
- Awareness of competencies;
- Appropriate self-care (and its relationship with ethics).

Behavioral anchors introduced may include:

- Developing, revising and learning to apply strategies within an individualized self-care plan as part of an ethics course **[PRACTICAL TOOL]**;
- Understanding the relationship between personal values, emotional stability, and ethical actions as professionals;
- Awareness of personal biases, assumptions, stereotypes, and potential discomfort in working with those with backgrounds that diverge from trainee/psychologist;

- Monitoring internal thoughts, feelings, and behaviors that may influence professional activities, and adjusts accordingly;
- Anticipating and self-identifying disruptions in functioning and intervening at an early stage;
- Practicing self-care in relationship to individuals/groups/communities with whom one lives/works;
- Demonstrating accurate self-evaluation of one's strengths, weaknesses, and knowledge/skill competencies;
- Initiating consultation with or referral to appropriate providers when uncertain about one's own competence;
- Seeking continuing education/new or improved competencies, training, supervision, and consultation to enhance competencies related to practice.

5. Foundational Competency for **Interpersonal Skills/Communication (FC5)***

Students will be introduced to:

- Relating effectively and meaningfully with individuals, groups, and/or communities;
- Sensitivity to the welfare, rights, and dignity of others.

Behavioral anchors introduced may include:

- Awareness of one's own impact on others;
- Ability to maintain appropriate relationships with a wide range of clients, recipients of service, colleagues, and the public;
- Effective negotiation of conflictual relationships;
- Demonstration of understanding of diverse views in complicated interactions;
- A non-defensive posture in the receipt, evaluation and implementation of feedback from others;
- Ability to deliver appropriate feedback to others;
- Effective and clear communication in both verbal and written interactions;
- Use rapport and empathy in verbal and nonverbal behaviors to facilitate interactions.

6. Foundational Competency for **Consultations/Interprofessional/Interdisciplinary Systems (FC6)***

Students will be introduced to:

- Demonstrating awareness of relevant issues and constructs within related disciplines, organizations, subspecialties (including differences/similarities in Clinical/Counseling Psychology);
- Possessing an understanding of key interactions with other agencies, settings, disciplines, and professionals.

Behavioral anchors introduced may include:

- Collaborating effectively with individuals and groups from relevant disciplines (e.g., psychiatry, nursing, social work, education, legal, etc.);
- Respectfully appreciating and integrating the contributions and perspectives of other professions;
- Demonstrating awareness, appreciation, and respect for team experiences, values, and discipline-specific conceptual models;
- Understanding the importance of consultation and teamwork to address varied biopsychosocial needs.

*Adapted from The American Board of Professional Psychology (Clinical & Counseling Boards), Handbooks for Clinical Psychology & Counseling Psychology Programs, Teachers College

^ Other domains in ethics (e.g., assessment, research, teaching, etc.) are not covered in this course. They will be covered through other courses and individual research labs.

LEARNING ENVIRONMENT & CLASS STRUCTURE:

- **Guide to Succeeding in CCPX 5030:** You will receive a guide with tips/expectations on each assignment and other helpful advice on how to succeed in this course.
- **Atmosphere:** I strive to create a learning environment that is fair, supportive, safe, and challenging.

- **Participation:** All students are expected to meaningfully participate *at least* once per class.
- **Class Structure:** Each session is divided into two parts: a) Readings/Theory; b) Case Application/Dilemma.
- **Readings/Theory:** During part one, students are expected to have read the assigned readings and to be prepared to discuss them. One student will be ***randomly cold called*** to either initiate the class discussion or be the first respondent to the opening discussion question. Discussion will then open to the entire class.
- **Case Application/Dilemma:** During part two, students are expected to apply theory/readings to a novel case/dilemma that will be verbally presented. Case applications/dilemmas may cover different modalities (individual, couples, family, group, etc.), theoretical orientations (psychodynamic, CBT, DBT, systemic, etc.), developmental periods (child, adolescent, adult), diagnoses, state laws, diverse populations (e.g., ethnicity, race, gender, age, sexual orientation, disability status, and special populations) **[FC3]**, etc.
 - During part two, one student will be ***randomly cold called*** to publicly respond to the case application/dilemma through Socratic questioning.
 - Possible questions/steps asked:
 - Put yourself in the protagonist’s role. How do you feel?
 - What are the issues? Why is this a dilemma? [Ethical Sensitivity] (e.g., DCBA, legal, institutional policies, APA Code, etc.)
 - What variables impact this case?
 - What other information would you like/need to know? (e.g., diagnosis, length of treatment, etc.)
 - Apply your decision-making/EDMA process.
 - Decision/What exactly would you say? What are your conditional factors? What would you like to believe you would do/say vs. what you would actually do/say? Is there a difference?
 - A second student will then be ***randomly cold called*** to publicly provide the initial feedback/analysis of the first student’s response **[FC5]**. Discussion will then open to the entire class.
 - Possible questions asked:
 - What strengths were demonstrated? What did he/she do well?
 - What did he/she miss? What are areas of improvement?
 - If applicable, what would you say/do differently?
 - **Students should have familiarity with DSM V to understand how different diagnoses may impact a case.**
- **Professionalism & Attendance:** Students are expected to attend each class on time. You must inform me if you will be absent or late. ***If you are absent (regardless of reason), you must submit a reaction paper based on that week’s readings and respond to the case application/dilemma for the class that you missed (1-2 pages).*** Excessive absences or lateness will result in a lowered grade.
- **Confidentiality:** Students may not share any in-class confidential information with others outside of class. If you have any questions about the confidentiality of any information, please ask me.

ASSIGNMENTS (#1-#7):

All assignments are expected to be turned in on time according to submission requirements. Assignments are typically due by **11:59pm EST the Friday before class**. Each assignment has a specific file name format to be uploaded in Canvas.

Assignment #1: Ethics Autobiography (3-4 pages) [FC1; FC4]

Canvas Submission: **Friday, 09/18 @ 11:59pm**

File Format: LASTNAMEBIO091820 (e.g., KHANBIO091820)

As you acculturate into the ethical practices of clinical and counseling psychology, it is important to understand from where you have come. In order to explore this, you will complete an assignment suggested by Bashe, Anderson, Handelsman, and Klevansky (2007).

It is CRITICAL to note that you DO NOT need to self-disclose personal information that you do not want to (*See the APA Ethics Code, Standard 7.04*).

You may choose to address any/some of the following questions: What experiences have you already had in the field, and what ethical dilemmas have you already encountered? What is your idea of right and wrong professional behavior and where does it come from? What professional ethics in the field are most compatible with your own personal values, and which professional ethics are least compatible? What aspects of this profession strike you as “not intuitive?” What is your idea of right and wrong personal behavior, and where does this conception come from? What are your top three values, and where do they come from? What are three personal needs that you think match well with the profession? What are three personal needs that you think might conflict with the profession? What morals are most important to you, and where do they come from? How do these align with or conflict with the ethics code and professional standards? How might the alignment or conflict influence your work with clients?

Assignment #2: Self-Care Plan (no page requirement) [FC1, FC4] [PRACTICAL TOOL]

We have spent time reading and talking about the importance of self-care strategies from the beginning of your training and throughout your careers, and how this relates to ethics. You now have the opportunity to demonstrate your learning by developing, applying, and evaluating your own self-care plan. It is CRITICAL to note that you DO NOT need to self-disclose personal information that you do not want to (*See the APA Ethics Code, Standard 7.04*). For additional resources see:

<https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html> and <https://kspope.com/ethics/self-care.php>.

Assignment #2: Part I: Initial Plan

Canvas Submission: Friday, 9/25 @ 11:59pm

File Format: LASTNAMECPLAN091820 (e.g., KHANSCPLAN091820)

- Create your self-care plan (e.g., exercise, therapy, meditation, etc.) and devise the methodology by which you will evaluate your plan (e.g., number of exercise sessions per week, level of stress or well-being, etc.). After creating this plan, you will begin to implement it to collect data.

Assignment #2: Part II: Interim Report/Revision

Canvas Submission: Friday, 11/6 @ 11:59pm

File Format: LASTNAMECPLAN110620 (e.g., KHANSCPLAN110620)

- After collecting data for a few weeks, you will now have the opportunity to evaluate your plan and to make any modifications (e.g., what challenges did you experience? did you achieve your weekly goals? what should you do differently? etc.). After revising your plan based on these data, you will continue to gather more data.

Assignment #2: Part III: Final Plan

Canvas Submission: Friday, 12/18 @ 11:59pm

File Format: LASTNAMECPLAN121820 (e.g., KHANSCPLAN121820)

- At the end of the semester you will evaluate your plan once again and make any modifications. In order to demonstrate competency in this domain, you *may* decide to utilize this plan throughout your training, to periodically evaluate it, and to make any revisions, as necessary.

Assignment #3: Ethical Decision-Making Algorithm (EDMA) (no page requirement) (All FOUR parts due on Friday, 10/2 @ 11:59pm) [FC1-6] [PRACTICAL TOOL]

After I receive all submissions, I will share Parts I and II with each of your classmates so you will see various constructions of EDMAs in this cohort. You will also receive a copy of the final EDMAs from the 2017, 2018 & 2019 cohorts. Parts III and IV will only be seen by me.

There are four components of ethical behavior according to Rest (1983, 1984): (1) ethical sensitivity, (2) ethical reasoning, (3) motivation to act ethically, and (4) commitment to follow through on ethical decisions. This assignment will address all four components.

You have become familiar with different ethical decision-making models, the criticisms of these models, and the history of the field of ethical decision-making. You now have the opportunity to synthesize and demonstrate your learning by creating your own EDMA. After this assignment, you will be applying your EDMA to dilemmas/cases each week in this course. Based on the data you collect, you will continue to refine your EDMA on a weekly basis. As you continue your training, you will be expected to demonstrate and apply your EDMA during subsequent courses, supervision, etc.

Your EDMA should demonstrate flexibility and non-recursivity (one or more feedback loops/reciprocal effects) and must consider the following components/variables: 1) time (bifurcated with urgent vs. non-urgent pathways); 2) ethical sensitivity; 3) ethics, federal and New York State laws and regulations, case law, professional codes, and institutional/employer guidelines; 4) nonrational/intuitive factors; 5) documentation of decision-making process/record keeping; 6) reflection/learning after the decision; 7) ongoing practices; and 8) at least one Yes/No pathway.

Your EDMA may consider a mnemonic/mechanism to easily remember your model and steps.

Assignment #3: Part I: Visual Representation

Canvas Submission: **Friday, 10/02 @ 11:59pm (will be shared with classmates)**

File Format: LASTNAMEPARTI100220 (e.g., KHANPARTI100220)

- Present a visual/image representation of your EDMA, labeling your pathways. You may use such programs as PowerPoint, Word, etc.

Assignment #3: Part II: Written Decision-Making Steps

Canvas Submission: **Friday, 10/02 @ 11:59pm (will be shared with classmates)**

File Format: LASTNAMEPARTII100220 (e.g., KHANPARTII100220)

- Clearly describe each step/pathway and its components.

Assignment #3: Part III: Behind The Curtain

Canvas Submission: **Friday, 10/02 @ 11:59pm (only for me)**

File Format: LASTNAMEPARTIII100220 (e.g., KHANPARTIII100220)

- Describe **the process** of how you developed your EDMA (You may incorporate none/any/all of the following questions, but must help me understand how you developed this EDMA): Why did you construct your EDMA in this particular manner? Did particular scholars/readings/cases/class discussions influence you? Did you speak with supervisors, advanced trainees, mentors, etc.? Why the specific number of steps? Why not more or less? How does your EDMA address any of the criticism of the decision-making process? Is your EDMA just for you (does it overcompensate for any of your particular weaknesses/biases) or is it universal? Could it also be used by any of your classmates?

Assignment #3: Part IV: Follow Through

Canvas Submission: **Friday, 10/02 @ 11:59pm (only for me)**

File Format: LASTNAMEPARTIV100220 (e.g., KHANPARTIV100220)

- As we have discussed extensively, just because you will utilize an EDMA does not mean that you will act ethically (component 3) or follow through on your decisions (component 4). Does this

link to what you discussed in Assignment #1 (Ethics Autobiography), and if so, how? Describe what factors might either facilitate or hinder your desire/ability to act ethically or follow through on your decisions. You must address both components.

Assignment #4: NY State Mandated Reporter Training (2 hrs) [FC1] [PRACTICAL TOOL]

Canvas Submission: **Friday, 11/20 @ 11:59pm**

File Format: LASTNAMEMRT112020 (e.g., KHANMRT112020)

Two copies of Certificate of Completion: one copy for me; one copy to be placed in your permanent file (email file to Rebecca Shulevitz (Clinical Office) or Jacob Holober (Counseling Office))

- Complete the Identification and Reporting of Child Abuse in New York State at: <http://www.nysmandatedreporter.org>

Assignment #5: Professional Standards Presentation (5 min.) [FC1-4, FC6] [PRACTICAL TOOL]

Assignment #5: Part I: Top 5 Guidelines

Canvas Submission: **Friday, 10/09 @ 11:59pm**

File Format: LASTNAME TOP5100920 (e.g., KHAN TOP5100920)

- You will select top 5 guidelines/codes/standards of interest from the following site: <http://www.kspope.com/ethcodes/index.php>. You may choose a specific diversity population, developmental stage, diagnosis, modality, theoretical orientation, international association, etc. After receiving all choices from students, I will assign one guideline/code/standard for you to present to the class.

Assignment #5: Part II: One-Page Summary

Canvas Submission: **Friday, 12/04 @ 11:59pm (will be shared with classmates)**

File Format: LASTNAME SUM120420 (e.g., KHAN SUM120420)

- You must produce a one-page handout which highlights key components of your guideline/code/standard.

Assignment #5: Part III: Presentation

Presentation Submission: **Friday, 12/04 @ 11:59pm**

- Record through Flipgrid and upload on Canvas. Your presentation should be **no more than 5 minutes** (please practice sticking to time boundary). You are expected to watch the 10 presentations of your classmates prior to class on Monday, 12/07.

Assignment #6: Final Ethical Decision-Making Algorithm (EDMA) & Case Application (no page requirement) (All FIVE parts due on Friday, 12/11 @ 11:59 pm) [FC1-6] [PRACTICAL TOOL]

You have spent the semester applying, editing, and refining your EDMA from Assignment #2 and have been exposed now to the EDMAs of your classmates.

Assignment #6: Part I: Revised Visual Representation

Canvas Submission: **Friday, 12/11 @ 11:59pm (will be shared with classmates and Training Director)**

File Format: LASTNAME PART1121120 (e.g., KHAN PART1121120)

- Present a visual/image representation of your revised EDMA, labeling your pathways. You may use such programs as PowerPoint, Word, etc.

Assignment #6: Part II: Revised Written Decision-Making Steps

Canvas Submission: **Friday, 12/11 @ 11:59pm (will be shared with classmates and Training Director)**

File Format: LASTNAMEPARTIII121120 (e.g., KHANPARTIII121120)

- Clearly describe each step/pathway and its components.

Assignment #6: Part III: Case/Dilemma A

Canvas Submission: Friday, 12/11 @ 11:59pm (only for me)

File Format: LASTNAMEPARTIII121120 (e.g., KHANPARTIII121120)

- Construct and present a sufficiently complex case/dilemma that would require you to apply your EDMA. Case/ Dilemma A:
 - can be constructed from any source (e.g., speaking with advanced trainees, supervisors, readings, etc.);
 - must be your own work (e.g., don't use a published case or one used in class already);
 - can be a novel aspect of a topic covered in class or a new topic (e.g., honor killings, revenge porn, conversion therapy, etc.);
 - must contain *at least two variables* that may be changed.

Assignment #6: Part IV: Apply EDMA A

Canvas Submission: Friday, 12/11 @ 11:59pm (only for me)

File Format: LASTNAMEPARTIV121120 (e.g., KHANPARTIV121120)

- Apply your EDMA, clearly demonstrating the steps to reach a decision.

Assignment #6: Part V: Case/Dilemma B & EDMA B

Canvas Submission: Friday, 12/11 @ 11:59pm (only for me)

File Format: LASTNAMEPARTV121120 (e.g., KHANPARTV121120)

- Change *at least two variables* from Case/Dilemma A to become Case/Dilemma B.
 - No other aspects of the case may change besides the two variables;
 - Re-apply only the relevant aspects of your EDMA;
 - **The decision produced from EDMA A must be different from EDMA B.**
 - Examples of variables you may change:
 - country (e.g., Canada, India, New Zealand)
 - state (e.g., NJ, CA, etc.)
 - organization/institution
 - stage of career (e.g., trainee vs. licensed)
 - diversity of the client (e.g., age, race, sexual orientation, culture, etc.)
 - stage of treatment (e.g., first session vs. year three)
 - professional code or practice guideline (e.g., social work, counseling, etc.)
 - modality or theoretical orientation (psychodynamic, CBT, family, etc.)

Assignment #7: Future Reference Letter (2-4 pages) [FC1; FC4]

Submission: Electronic copy due 12/18 @ 11:59pm.

File Format: LASTNAMEMEMO121820 (e.g., KHANMEMO121820)

In order to combat forgetting what you learned in this course, you will write a “Dear Future Self” letter. Your letter will communicate helpful concepts, models, and lessons/takeaways to future you (FC1-6). To address FC4, you will be graded on the level of reflection and insight you demonstrate in interacting with the course readings, cases, etc. and your citing of specific examples to illustrate your points. You may want to highlight your strengths/weaknesses in relation to the material.

Helpful Hint: Keep a log/journal from Day 1 in which you write key lessons/concepts/insights/connections from readings/class/cases/assignments. It may be helpful to look back at your Ethics Autobiography to see if/how your thinking/understanding has changed over the semester. If/how did Assignment 6 consolidate your learning? This assignment will be difficult to complete if you wait until the end and need to reconstruct the course. Remember to **be specific**.

EVALUATION OF STUDENT COMPETENCE/GRADING:

Student competence will be evaluated by the following multimodal methods. Specific rubric for each item will be posted on Canvas.

Item	Possible Points	P/F
Participation (cold call & voluntary)	10	NO
Delivering and receiving peer feedback on cases/dilemmas	5	NO
Assignment #1: Ethics Autobiography	10	NO
Assignment #2: Self-Care Plan	5	YES
Assignment #3: EDMA	20	NO
Assignment #4: Mandated Reporter Training	5	YES
Assignment #5: Professional Standards Presentation	10	NO
Assignment #6: Revised EDMA & Two Case Applications	25	NO
Assignment #7: Future Self Memo	10	NO

EVALUATION OF COURSE/PROFESSOR:

Mid-Semester Evaluation: It is important for me to receive direct feedback about my teaching and this course at any point in the semester. You will be given a course evaluation for feedback on 10/21 that needs to be returned 10/28.

End of Semester Evaluation: It is strongly suggested that each student complete the end of semester TC online course evaluation.

SCHEDULE OF TOPICS & READINGS (all readings available through e-reserve):**MAIN TEXT:**

Nagy, T.F. (2011). *Essential ethics for psychologists: A primer for understanding and mastering core issues*. Washington, DC: American Psychological Association. [Nagy]

ADDITIONAL TEXTS (chapters available through e-reserve):

Pope, K.S., & Vasquez, M.J.T. (2016). *Ethics in psychotherapy and counseling: A practical guide* (5th ed.). San Francisco, CA: John Wiley & Sons, Inc. [P&V]

Meyer, R. & Weaver, C. (2006). *Law and mental health: a case-based approach*. New York: Guilford Press. [M&W]

Knapp, S., Youngren, J. N., Van de Creek, L., Harris, E., & Martin, J. N. (2013). *Assessing and managing risk in psychological practice: An individualized approach* (2nd ed.). Rockville, MD: The Trust. [KYVHM]

PART I:
INTRODUCTION & ETHICAL DECISION-MAKING/REASONING

WEEK 1 (9/14): Introduction; Sociopolitical Context (COVID-19/Black Lives Matter movement); Clinical/Counseling; Ethical Sensitivity; Ethics vs. Risk Management; Self-Care

- Nagy: Ch. 2 (pp.29-48) (Brief history & overview of the APA ethics code)
- 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.
- Moffett, L.A., Becker, C.J., & Patton, R.G. (2014). Fostering the ethical sensitivity of beginning clinicians. *Training and Education in Professional Psychology*, 8(4), 229-235.
- P&V: Ch. 1 (pp.1-6) (Strengthening ethical intelligence: What do I do now?)
- P&V: Ch. 13 (pp.114-122) (Creating – and using – strategies for self-care)
- Inchausti, F., MacBeth, A., Hasson-Ohayon, I., & Dimaggio, G. (2020). Telepsychotherapy in the age of COVID-19: A commentary. *Journal of Psychotherapy Integration*, 30(2), 394–405.
- Hammer, J. H. (2018). [Counseling psychology vs. clinical psychology](http://DrJosephHammer.com). DrJosephHammer.com.
- Roger, P.R. & Stone, G. (2020). [Counseling psychology vs. clinical psychology](http://Div17.org). Div17.org.
- KYVHM: Ch. 1 (pp.11-30) (Calculations of Risk)

Optional:

- Schwartz-Mette, R.A. & Shen-Miller, D. S. (2018). Ships in the rising sea? Changes over time in psychologists' ethical beliefs and behaviors. *Ethics & Behavior*, 28(3), 176–198.
- Handelsman, M.M., Gottlieb, M.C., & Knapp, S. (2005). Training ethical psychologists: An acculturation model. *Professional Psychology: Research and Practice*, 36, 59-65.
- Callan, S., Schwartz, J., & Arputhan, A. (2020). Training future psychologists to be competent in self-care: A systematic review. *Training and Education in Professional Psychology*. Advance online publication.
- Campoli, J., & Cummings, J. A. (2019). Self-care in clinical psychology trainees: Current approach and future recommendations. *The Behavior Therapist*, 42(1), 12–17.
- Bush, A. D. (2015). Simple self-care for therapists: Restorative practices to weave through your workday. W W Norton & Co.

WEEK 2 (9/21): Ethical Decision-Making/ Reasoning (Part I: Cognitive, Logical, Rational)

ASSIGNMENT #1 DUE 9/18 @ 11:59pm

- Nagy: Ch. 1 (pp. 9-28) (Thinking critically about ethics), Ch. 8 (pp. 147-70) (Approaches to ethical decision making)
- Cottone, R.R. (2012). Ethical decision making in mental health contexts: Representative models and an organizational framework. In S.J. Knapp (Ed.), *APA handbook of ethics in psychology, Vol 1: Moral foundations and common themes* (pp. 99-121). Washington, DC: American Psychological Association.
- 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., Gottlieb, M., Berman, J., & Handelsman, M.M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice*, 38(1), 54-59.

Optional:

- 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.
- **P&V:** Ch. 17 (pp.161-166) (Steps in ethical decision making)
 - Lincoln, S.H., & Holmes, E.K. (2010). The psychology of making ethical decisions: What affects the decision? *Psychological Services*, 7(2), 57-64.

WEEK 3 (9/28): Ethical Decision-Making/ Reasoning (Part II: Emotional, Nonrational, Intuitive)

ASSIGNMENT #2, PART I DUE 9/25 @ 11:59pm

- Rogerson, M.D., Gottlieb, M.C., Handelsman, M.M., Knapp, S., & Younggren, J. (2011). Nonrational processes in ethical decision making. *American Psychologist*, 66, 614 – 623.
- Pomerantz, A.M. (2012). Ethical? Toward whom? *American Psychologist*, 67, 324–325.
- Sisti, D., & Baum-Baicker, C. (2012). A plea for virtue in ethics. *American Psychologist*, 67, 325.
- Rogerson, M.D., Gottlieb, M.C., Handelsman, M.M., Knapp, S., & Younggren, J. (2012). Nonrational processes and ethical complexities. *American Psychologist*, 67(4), 325-326.
- Sternberg, R.J. (2012). A model for ethical reasoning. *Review of General Psychology*, 16(4), 319–326.
- Allan, A. (2018). Applying research findings to enhance pre-practicum ethics training. *Ethics and Behavior*, 28(6), 465-482.
- Eren, O. & Mocan, N. (2016). Emotional judges and unlucky juveniles. *NBER Working Paper 22611*, 1-57. (SKIM)
- Yesim Korkut & Carole Sinclair (2020) Integrating emotion and other nonrational factors into ethics education and training in professional psychology. *Ethics & Behavior*, 30(6), 444-458.
- **P&V:** Ch. 5 (pp.26-35) (Ethical judgment under uncertainty and pressure)

**PART II:
ETHICS, CASE LAW, & FEDERAL/STATE LAWS & REGULATIONS**

WEEK 4 (10/5): APA vs. CPA/Global Ethics Codes; Ethics Codes & Religion (Muslim Majority Countries); Criticisms of Ethics Codes; Ethics & Social Justice/Human Rights (will guide readings)

ASSIGNMENT #3 (PARTS I-IV) DUE 10/2 @ 11:59pm

APA Ethics Code & Introduction to Ethics Codes

- Nagy: Ch. 3 (pp. 49-63) (The general ethical principles of psychologists)
- American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct (2002, Amended June 1, 2010 & Jan. 1, 2017)*. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Behnke, S.H., & Jones, S.E. (2012). Ethics and ethics codes for psychologists. In S.J. Knapp (Ed.), *APA handbook of ethics in psychology, Vol 1: Moral foundations and common themes* (pp. 43-74). Washington, DC: American Psychological Association.

APA vs. CPA (Canada) vs. International Codes (Russia, India, China, France, etc.)

- Canadian Psychological Association. (2017). *Canadian Code of Ethics for Psychologists (Fourth Edition)*. Retrieved from https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf
- Sinclair, C. (2020). Developing and Revising the Canadian Code of Ethics for Psychologists: Key Differences from the American Psychological Association Code, *Ethics & Behavior*, 30(4), 249-263.

- Parsonson, K. (2019). Is Teaching International Ethics Codes Important for Psychology Graduate Students? *Ethical Human Psychology and Psychiatry*, 21, 117-126.
- Parsonson, K. & Alquicira, L. (2019). International Psychology Ethics Codes: Where Is the “Culture” in Acculturation?. *Ethical Human Psychology and Psychiatry*, 20, 86-99.

International Codes in Muslim Majority Countries (United Arab Emirates, Indonesia, Iran)

- Serkal A.A. (2015). Regulating the Practice of Psychology in the UAE: An Ethical Code. In: Al-Karam C.Y., Haque A. (eds) *Mental Health and Psychological Practice in the United Arab Emirates* (pp. 245-249). New York: Palgrave Macmillan.
- Saifuddin, A. (2020). Ethical Code of Islamic Psychotherapy in Indonesia. *Buletin Psikologi*, 28(1), 85-98.
- Yadegarfar, M. & Bahramabadian. F. (2014). Sexual Orientation and Human Rights in the Ethics Code of the Psychology and Counseling Organization of the Islamic Republic of Iran (PCOIRI). *Ethics & Behavior*, 24(5), 350-363.

Ethics & Social Justice & Human Rights

- Toporek, R. L., Kwan, K.-L. K., & Williams, R. A. (2012). *Ethics and social justice in counseling psychology*. In N. A. Fouad, J. A. Carter, & L. M. Subich (Eds.), *APA handbooks in psychology. APA handbook of counseling psychology, Vol. 2. Practice, interventions, and applications* (p. 305–332). American Psychological Association.

Criticism of Ethics Codes & Defense of Ethics Codes

- Stark, L. (2015). Why Ethics Codes Fail. Retrieved from <https://www.insidehighered.com/views/2015/07/21/essay-why-scholarly-ethics-codes-may-be-likely-fail>
- O’Donohue, W. (2020). Criticisms of the ethical principles for psychologists and code of conduct. *Ethics & Behavior*, 30(4), 275-293.
- Hadjistavropoulos, T. (2020). Discussing and debating the American Psychological Association’s ethical principles of psychologists and code of conduct. *Ethics & Behavior*, 30(4), 247-248.
- Knapp, S., Gottlieb, M., & Handelsman, M. (2020). The Ethics Code Does Not Equal Ethics: A Response to O’Donohue (2019), *Ethics & Behavior*, 30(4), 303-309.
- Erickson Cornish, J., Smith, R. & Riva, M. (2020) In defense of the Ethics Code: a comment on O’Donohue (2019), *Ethics & Behavior*, 30(4), 299-302.
- Knapp, S., Gottlieb, M., & Handelsman, M. (2020). Empowering psychologists to evaluate revisions to the APA ethics code, *Ethics & Behavior*, 30(7), 533-542.

Optional:

- Leach, M. M. & Harbin, J. J. (1997). Psychological Ethics Codes: A Comparison of Twenty-four Countries. *International Journal of Psychology*, 32(3), 181-192.
- Australian Psychological Society: Code of Ethics. Retrieved from <https://www.psychology.org.au/getmedia/d873e0db-7490-46de-bb57-c31bb1553025/APS-Code-of-Ethics.pdf>
- National Academy of Psychology (NAOP), India: Ethical Principles for Psychologists Retrieved from <https://docs.google.com/viewer?a=v&pid=sites&srcid=bmFvcGluZGllhLm9yZ3x3d3d8Z3g6MTQ5YTUzNTQyOVMxZjZhNA&pli=1>
- Hage, S. M., Miles, J. R., Lewis, J. A., Grzanka, P. R., & Goodman, L. A. (2020). The social justice practicum in counseling psychology training. *Training and Education in Professional Psychology*, 14(2), 156–166.
- Report to the special committee of the Board of Directors of the American Psychological Association: Independent review relating to APA ethics guidelines, national security interrogations, and torture (“The Hoffman Report”) (2015). Retrieved from <https://www.apa.org/independent-review/revised-report.pdf>

- **P&V:** Appendix A (pp.361-67) (The Hoffman Report and the American Psychological Association: Meeting the challenge of change)
- **P&V:** Appendix B (pp.370-76) (The Hoffman Report: Resetting APA's moral compass)

WEEK 5 (10/12): Competence (Emotional, Professional, Clinical) and Law & Mental Health

ASSIGNMENT #5, PART I DUE 10/09 @ 11:59pm

- **M&W:** Introduction (pp. 1-17) (Law and mental health)
- **Nagy:** Ch. 4 (pp. 67-88) (Competence)
- Thriault, A., Gazzola, N., & Richardson, B. (2009). Feelings of incompetence in novice therapists: Consequences, coping, and correctives. *Canadian Journal of Counselling, 43*(2), 105-119.
- Tamura, L.J. (2012). Emotional competence and well-being. In S.J. Knapp (Ed.), *APA handbook of ethics in psychology, Vol 1: Moral foundations and common themes* (pp. 175-215). Washington, DC: American Psychological Association.
- Wise, E. H. (2008). Competence and scope of practice: Ethics and professional development. *Journal of Clinical Psychology, 64*(5), 626-637.
- Barnett, J. E., Doll, B., Younggren, J. N., & Rubin, N. J. (2007). Clinical competence for practicing psychologists: Clearly a work in progress. *Professional Psychology: Research and Practice, 38*(5), 510-517.

WEEK 6 (10/19): Informed Consent (In Person/Telehealth) & Social Media Policies

**Please be prepared to role play different consent scenarios

- **Nagy:** Ch. 5 (pp. 89-104) (Informed consent)
- **M&W:** Ch. 3 (pp. 57-69) (Informed consent: *Miranda v. Arizona* (1966), *Zinerman v. Burch* (1990), *Arizona v. Fulminante* (1991))
- 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), 179-186.
- Younggren, J.N., Fisher, M.A., Foote, W.E., & Hjelt, S.E. (2011). A legal and ethical review of patient responsibilities and psychotherapist duties. *Professional Psychology: Research and Practice, 42*(2), 160-168.
- Go to: <http://www.apait.org/apait/download.aspx> and download: Sample Informed Consent Form, Sample Outpatient Services Agreement for Collaterals, Sample Child Therapy Contracts
- Dean Hope Center for Educational and Psychological Services (**DHCEPS**) (2020). *Handbook of policies and procedures*. New York, NY: Author. (pages to be assigned)
- Sample Informed Consent for Telepsychology. Retrieved from [https://nhpsychology.org/resources/Documents/Sample%20Informed%20Consent%20for%20Telepsychology%20\(1\).pdf](https://nhpsychology.org/resources/Documents/Sample%20Informed%20Consent%20for%20Telepsychology%20(1).pdf)
- Komes, K. (2020). My Private Practice Social Media Policy. Retrieved from <https://drkkolmes.com/writing/social-media-policy/#.X2vFnS9h3GI>

WEEK 7 (10/26): Boundaries, Relationships (sexual, nonsexual multiple), and Avoiding Harm & Exploitation***

**Mid-Semester course evaluation given to students

- **Nagy:** Ch. 7 (pp. 127-144) (Avoiding harm and exploitation)
- **P&V:** Ch. 21 (pp. 225-251) (Sexual attraction to patients, therapist vulnerabilities, and sexual relationships with patients), Ch. 22 (pp. 252-275) (Nonsexual multiple relationships and other boundary issues)
- Barnett, J.E., Lazarus, A.A., Vasquez, M.J.T., Moorehead-Slaughter, O., & Johnson, W.B. (2007). Boundary issues and multiple relationships: Fantasy and reality. *Professional Psychology: Research and Practice*, 38(4), 401-410.
- Pope, K.S., Keith-Spiegel, P., & Tabachnick, B.G. (2006). Sexual attraction to clients: The human therapist and the (sometimes) inhuman training system. *American Psychologist*, 41(2), 147-158.
- Complaint: *California Board of Psychology v. Michael Mantell, Ph.D.* (2014)
- Final Decision & Order: *Commonwealth of Massachusetts Board of Registration in Medicine v. Joseph A. Jackson IV, D.O.* (2010) ***

Optional:

- Gottlieb, M. C., & Younggren, J. (2009). Is there a slippery slope? Considerations regarding multiple relationships and risk management. *Professional Psychology: Research and Practice*, 40(6), 564 - 571.
- Hartl, T.L., Zeiss, R.A., Marino, C.M., Zeiss, A.M., Regev, L.G., & Leontis, C. (2007). Clients' sexually inappropriate behaviors directed towards clinicians: Conceptualization and management. *Professional Psychology: Research and Practice*, 38, 674 – 681.

***Readings, cases, and class discussion will contain graphic language

WEEK 8 (11/2): Privacy, Confidentiality, and Privilege (continued in Topics 9, 10 & 11)

**Mid-Semester course evaluation to be returned

- **Nagy:** Ch. 6 (pp. 105-126) (Privacy and confidentiality)
- **M&W:** Ch. 4 (pp. 70-80) (Confidentiality and privileged communication: *In re Lifschultz* (1970), *Caesar v. Mountanos* (1976), *State v. Szemple* (1994), *Jaffe v. Redmond* (1996))
- Fisher, M.A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63 (1), 1-13.
- Fisher, M.A. (2013). *The ethics of conditional confidentiality*. New York, NY: Oxford University Press. [Appendix III only: Examples of laws affecting confidentiality (pp. 215-233)]

Optional:

- Feierman, J., Lieberman, D., Schissel, A., Diller, R., Kim, J., & Chu, Y. (2009). *Teenagers, health care and the law: a guide to the law on minors' rights in New York State*. New York, NY: New York Civil Liberties Union (NYCLU) Reproductive Rights Project. Retrieved from <http://www.nyclu.org/files/thl.pdf>

WEEK 9 (11/9): Federal & NY State Laws and Regulations: HIPAA, Record Keeping & Mental Health Parity Act

ASSIGNEMENT #2, PART II DUE 11/06 @ 11:59pm

- Pope, K. S. (2015). Record-keeping controversies: Ethical, legal, and clinical challenges. *Canadian Psychology/Psychologie canadienne*, 56(3), 348-356.
- American Psychological Association Practice Organization. (2013). HIPAA privacy rule: A primer for psychologists. Retrieved from <http://www.apapracticecentral.org/business/hipaa/hippa-privacy-primer.pdf>
- American Psychological Association Practice Organization. (2005). HIPAA security rule primer. Retrieved from <http://www.apapracticecentral.org/business/hipaa/security-rule.pdf>

- New York State Office of Mental Health. (2012). HIPAA Privacy Rules for the Protection of Health and Mental Health Information. Retrieved from https://www.omh.ny.gov/omhweb/hipaa/phi_protection.html
- American Psychological Association. (2007). Record keeping guidelines. Washington, DC: Author.
- New York State Education Department, Office of the Professions. (2009). Recordkeeping guidelines for psychologists. Retrieved from <http://www.op.nysed.gov/prof/psych/psychrecordguide.htm>
- Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA). Retrieved from http://parityispersonal.org/Federal_Resources
- New York Record Keeping Laws: The Duty to Record: Ethical, Legal, and Professional Considerations for New York Psychologists. Retrieved from <https://telehealth.org/forms/>
- New York Intake Form. Retrieved from <https://telehealth.org/forms/>
- New York Progress Note. Retrieved from <https://telehealth.org/forms/>
- New York Termination Summary. Retrieved from <https://telehealth.org/forms/>

Optional:

- Gudeman, R. (2003). Adolescent confidentiality and privacy under the Health Insurance Portability and Accountability Act. Retrieved from http://www.teenhealthlaw.org/fileadmin/teenhealth/teenhealthrights/yln/03_yln_3_gudeman_confidentiality.pdf
- U.S. Department of Health and Human Services Office for Civil Rights. (2016). HIPAA and same-sex marriage: Understanding spouse, family member, and marriage in the privacy rule. Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/understanding/special/samesexmarriage/index.html>
- Legal Action Center (2012). New York State's HIV confidentiality law and the federal Health Insurance Portability and Accountability Act (HIPAA): A summary for HIV/AIDS providers. Retrieved from https://lac.org/wp-content/uploads/2014/12/HIPAA_and_Art_27F_Summary.pdf
- New York State Mental Health Parity: Timothy's Law. Retrieved from <http://www.timothyslaw.org>

WEEK 10 (11/16): Duty to Warn, NYS Mental Hygiene Law, NYS SAFE Act, NYS Kendra's Law, NYS Inpatient Psychiatric Rights, NYS Court System (Mental Health Courts, Drug Treatment Courts, Family Treatment Courts), FERPA

Guest Speaker: Carolyn Reinach Wolf, Esq. (Bio Above)

- **M&W:** Ch. 5 (pp. 81-90) (Duty to warn and protect: *Tarasoff v. the Regents of the University of California* (1976), *Almonte v. New York Medical College* (1994), *Garner v. Stone* (1973))
- National Conference of State Legislatures (2018). Mental health professionals' duty to protect/warn. Retrieved from <http://www.ncsl.org/research/health/mental-health-professionals-duty-to-warn.aspx>
- New York State Office of Mental Health (2013). New York SAFE Act: Introduction for mental health providers. Retrieved from https://www.omh.ny.gov/omhweb/safe_act/nysafe.pdf
- New York State Office of Mental Health (2012). Kendra's law. Retrieved from http://www.omh.ny.gov/omhweb/Kendra_web/KHome.htm and <https://mentalillnesspolicy.org/kendraslaw.html>
- New York State Office of Mental Health (2012). Rights of inpatients in New York State office of mental health psychiatric centers. Retrieved from https://www.omh.ny.gov/omhweb/patientrights/inpatient_rts.htm

- New York State Mental Hygiene Laws. Retrieved from https://newyork.public.law/laws/n.y.mental_hygiene_law
- The Family Educational Rights and Privacy Act (FERPA). Retrieved from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- New York State Mental Health Courts. Retrieved from http://ww2.nycourts.gov/courts/problem_solving/mh.shtml

Optional:

- Alghazo, R., Upton, T.D., & Cioe, N. (2011). Duty to warn versus duty to protect confidentiality: Ethical and legal considerations relative to individuals with AIDS/HIV. *Journal of Applied Rehabilitation Counseling* 42(1), 43-49.
- Buckner, F., & Firestone, M. (2000). "Where the public peril begins": 25 years after Tarasoff. *Journal of Legal Medicine*, 21(2), 187-222.

WEEK 11 (11/23): Duty to Protect and Mandated Reporting: Children & Elderly [& Intimate Partners, Infectious Diseases, HIV] (Neglect, Physical, Sexual, Emotional, and Financial Abuse); Sociopolitical Context of COVID-19: Physical Abuse

ASSIGNMENT #4 DUE 11/20 @ 11:59pm

- **M&W:** Ch. 21 (pp. 334-348) (Child abuse: *People v. Jackson* (1971), *Landeros v. Flood* (1976), *Deshaney v. Winnebago County* (1989), *State v. Huss* (1993))
- Thomas R, Reeves M. Mandatory Reporting Laws. [Updated 2020 Jul 18]. In: *StatPearls* [Internet]. Treasure Island (FL): StatPearls Publishing; 2020 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK560690/>
- Geiderman J., Marco C. (2020). Mandatory and permissive reporting laws: obligations, challenges, moral dilemmas, and opportunities. *JACEP Open*, 1, 38–45.
- Lawson, M., Piel, M. H., & Simon, M. (2020). Child Maltreatment during the COVID-19 Pandemic: Consequences of Parental Job Loss on Psychological and Physical Abuse Towards Children. *Child Abuse & Neglect*, 104709. Advance online publication. <https://doi.org/10.1016/j.chiabu.2020.104709>
- Brown, E. J., & Khan, S.A. (2003). Child abuse and neglect: Definitions, consequences, and treatment. *Child Study Center Letter*, 7, 1-6.
- Stoltenborgh, M., Bakermans-Kranenburg, M. J., Alink, L. R. A., and van IJzendoorn, M. H. (2015). The Prevalence of Child Maltreatment across the Globe: Review of a Series of Meta-Analyses, *Child Abuse Rev.*, 24, 37– 50.
- Tufford, L., Lee, B. (2020). Relationship Repair Strategies When Reporting Child Abuse and Neglect. *Child Adolesc Soc Work Journal*. 37, 235–249.
- Pillemer, K., Burnes, D., Riffin, C., Lachs, M. (2016). Elder Abuse: Global Situation, Risk Factors, and Prevention Strategies. *The Gerontologist*, 56(2), S194–S205.

Optional:

- Chenneville, T., & Gabbidon, K. (2020). HIV, confidentiality, and duty to protect: Considerations for psychotherapists in the age of treatment as prevention. *Psychotherapy*, 57(1), 7–14.
- Lippy, C., Jumarali, S.N., Nnawulezi, N.A. et al. (2020). The Impact of Mandatory Reporting Laws on Survivors of Intimate Partner Violence: Intersectionality, Help-Seeking and the Need for Change. *J Fam Viol*. 35, 255–267.

WEEK 12 (11/30): The Supervisor/Mentor Relationship & Telesupervision

- **P&V:** Ch. 27 (pp.344-359) (Supervision)

- Knox, S., Edwards, L. M., Hess, S. A., & Hill, C. E. (2011). Supervisor Self-Disclosure: Supervisees' Experiences and Perspectives. *Psychotherapy: Theory, Research, Practice, Training*, 48(4), 336-41.
- Thomas, J.T. (2007). Informed consent through contracting for supervision: Minimizing risks, enhancing benefits. *Professional Psychology: Research and Practice*, 38(3), 221-231.
- Amaro, C. M., Mitchell, T. B., Cordts, K. M. P., Borner, K. B., Frazer, A. L., Garcia, A. M., & Roberts, M. C. (2020). Clarifying supervision expectations: Construction of a clinical supervision contract as a didactic exercise for advanced graduate students. *Training and Education in Professional Psychology*, 14(3), 235–241.
- Tarlow, K. R., McCord, C. E., Nelon, J. L., & Bernhard, P. A. (2020). Comparing in-person supervision and telesupervision: A multiple baseline single-case study. *Journal of Psychotherapy Integration*, 30(2), 383–393.

Optional:

- Gottlieb, M.C., Robinson, K., & Younggren, J.N. (2007). Multiple relations in supervision: Guidance for administrators, supervisors, and students. *Professional Psychology: Research and Practice*, 38(3), 241-247.
- Barnett, J.E., Erickson C., Jennifer A, 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.

PART III:
PROFESSIONAL/INSTITUTIONAL/ORGANIZATION STANDARDS/GUIDELINES/CODES;
SOCIOPOLITICAL CONTEXT OF BLACK LIVES MATTER MOVEMENT

WEEK 13 (12/7): Professional Standards/Guidelines/Codes; Race, Ethnicity, and Multiculturalism; Social Determinants of Mental Health; Sociopolitical Context of Black Lives Matter Movement: Addressing Racism in Psychotherapy

ASSIGNMENT #5, PART II DUE 12/04 @ 11:59pm

ASSIGNMENT #5, PART III DUE 12/07 @ 1:00pm

- American Psychological Association, APA Task Force on Race and Ethnicity Guidelines in Psychology. (2019). *Race and Ethnicity Guidelines in Psychology: Promoting Responsiveness and Equity*. Retrieved from <http://www.apa.org/about/policy/race-and-ethnicity-in-psychology.pdf>
- Office of Ethnic Minority Affairs, American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48(1) 45-48.
- American Psychological Association. (2017). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Drustrup, D. (2020) White therapists addressing racism in psychotherapy: an ethical and clinical model for practice. *Ethics & Behavior*, 30(30), 181-196.
- Woods-Jaeger, B., Cho, B., & Briggs, E. C. (2020). Training psychologists to address social determinants of mental health. *Training and Education in Professional Psychology*. Advance online publication. <https://doi.org/10.1037/tep0000307>

Examples of standards/guidelines/codes for presentations:

- American Psychological Association. (2007). Guidelines for psychological practice with girls and women: A joint task force of APA divisions 17 and 35. Washington, DC: Author.

- American Psychological Association, Div 44/Committee on Lesbian, Gay, & Bisexual Concerns Task Force. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55(12), 1440-1451.
- American Psychological Association. (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59(4), 236-260.
- American Group Psychotherapy Association. (2007). Practice guidelines for group psychotherapy. New York: Author.
- American Psychoanalytic Association. (2007). Principles and standards of ethics for psychoanalysts. New York: Author.
- American Association for Marriage and Family Therapy. (2012). Code of ethics. Alexandria, VA: Author.
- American Psychological Association. (2000). Report from APA working group on assisted suicide and end-of-life decisions. Washington, DC: Author. [concentrate on section 3: Examine the role of psychology in end-of-life decisions and quality of care issues]

WEEK 14 (12/14): Institutional/Organizational Guidelines & Consultations/ Interprofessional/ Interdisciplinary Systems: Military Psychology, School Psychology; Sociopolitical Context of Black Lives Matter Movement: Police & Public Safety Psychology

ASSIGNMENT #6, PARTS I-V, DUE 12/11 @ 11:59pm

- APA Ethics Code, Standard 1.03 (Conflicts between ethics and organizational demands)
- Kennedy, C.H. (2012). Institutional ethical conflicts with illustrations from police and military psychology. In S.J. Knapp (Ed.), *APA handbook of ethics in psychology, Vol 1: Moral foundations and common themes* (pp. 123-144). Washington, DC: American Psychological Association.
- Dean Hope Center for Educational and Psychological Services (DHCEPS) (2020). *Handbook of policies and procedures*. New York, NY: Author.
- Complaint: *Dr. Gabriella Johr v. Metschools, Inc. and Claremont Preparatory School, LLC* (2009)
- Clinical Case: Khan, S.A. (Feb. 25, 2004). Dead Girls, Suicide Attempts, and Now the Finger on the Trigger: Therapy with a Police Officer -- The Case of George. Case Conference. Teachers College, Columbia University

PART IV:
TELEPSYCHOLOGY & DIGITAL ETHICS;
SOCIOPOLITICAL CONTEXT OF COVID-19

WEEK 15 (12/21): Sociopolitical Context of COVID-19: Ethical, Clinical & Legal Dimensions of Telepsychology; Digital Ethics

ASSIGNMENT #7 DUE 12/18 @ 11:59pm

ASSIGNMENT #2, PART III DUE 12/18 @ 11:59pm

- Martin, J. N., Millán, F., & Campbell, L. F. (2020). Telepsychology practice: Primer and first steps. *Practice Innovations*, 5(2), 114–127.
- Hames, J. L., Bell, D. J., Perez-Lima, L. M., Holm-Denoma, J. M., Rooney, T., Charles, N. E., Thompson, S. M., Mehlenbeck, R. S., Tawfik, S. H., Fondacaro, K. M., Simmons, K. T., & Hoersting, R. C. (2020). Navigating uncharted waters: Considerations for training clinics

- in the rapid transition to telepsychology and telesupervision during COVID-19. *Journal of Psychotherapy Integration*, 30(2), 348–365.
- Komes, K. (2020). [Facebook, Foursquare, Loopt, & LBS, LinkedIn, Groupon & Psychology Today Ads, Twitter Status Updates & Blogging, Yelp & Business Review Sites, Google & Search Engines, Email & Documentation](#). Retrieved from <https://drkkolmes.com/clinician-articles/>
 - **P&V: Ch. 11** (pp.82-101) (The ethics of teletherapy, internet therapy, and other digital work)
 - American Psychological Association. (2013). Guidelines for the practice of telepsychology. *American Psychologist*, 68(9), 791-800.
 - Telepractice Guideline issued by the New York State Office of the Professions (2011). Retrieved from <http://www.op.nysed.gov/prof/psych/psychtelepracticeguide.htm>
- Optional:*
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OPTIONAL OPPORTUNITY: GRADUATE STUDENT ETHICS PRIZE

The APA Ethics Committee and the American Psychological Association of Graduate Students APAGS offer an annual prize for a graduate student paper on psychology and ethics. The 2021 deadline is TBD but you may apply in future years as a trainee. For more info.: <http://apa.org/about/awards/ethics-grad.aspx>

BEST PRACTICES FOR TEACHING ETHICS

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RECOMMENDED ARTICLES & BOOKS

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- Barnett, J. E., & Johnson, W. B. (2009). *Ethics desk reference for psychologists*. Washington, DC: American Psychological Association.
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TEACHERS COLLEGE POLICIES

1. **Accommodations** – The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 301 Zankel Building or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.
2. **Incomplete Grades** – For the full text of the Incomplete Grade policy please refer to [http://www.tc.columbia.edu/policylibrary/Incomplete Grades](http://www.tc.columbia.edu/policylibrary/Incomplete%20Grades)
3. **Student Responsibility for Monitoring TC email account** – Students are expected to monitor their TC email accounts. For the full text of the Student Responsibility for Monitoring TC email account please refer to [http://www.tc.columbia.edu/policylibrary/Student Responsibility for Monitoring TC Email Account](http://www.tc.columbia.edu/policylibrary/Student%20Responsibility%20for%20Monitoring%20TC%20Email%20Account)
4. **Religious Observance** – For the full text of the Religious Observance policy, please refer to <http://www.tc.columbia.edu/policylibrary/provost/religious-observance/>
5. **Sexual Harassment and Violence Reporting** – Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds Officer is a confidential resource available for students, staff and faculty, including matters concerning “Gender-based Misconduct”. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>. The TC Ombuds Officer may be reached at ombuds@tc.columbia.edu or 212-678-4169.
6. **Academic Integrity** – Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.
7. **Emergency Plan** – TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.
 1. It is the student’s responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
 2. Within the first two sessions for the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
 3. The plan may consist of downloading or obtaining all available readings for the course or the instructor may provide other instructions.