

## COUN 8530

### Contemporary Issues in Counseling Psychology

*Fall 2011*

- - - - -  
-

Department of Special  
Education, Rehabilitation,  
and Counseling/School  
Psychology

College of Education

#### INSTRUCTOR INFORMATION:

**Randolph B. Pipes, Ph.D.**  
**Professor**  
**2004 Haley Center**  
**pipesrb@auburn.edu**  
**334-844-2883**

OFFICE HOURS: By appointment

## COLLEGE OF EDUCATION



### *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

### *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

### *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



Syllabus (with some class notes)--Auburn University (08/22/11)  
Contemporary Issues in Counseling Psychology  
COUN 8530-Fall 2011  
Three Semester Hours

Instructor: R. Pipes

2084 Haley (Mail); 2004 Haley (Office) Class: HC2228  
844-2883 or 844-7676 (departmental office)

[pipesrb@auburn.edu](mailto:pipesrb@auburn.edu)

Course Description: Study of the ethical and legal principles which guide, and the historical and current forces which shape, the practice and science of psychology in general and counseling psychology in particular.

**NOTES:**

(a) Because the most recent APA Ethics Code was published in December, 2002, it is often referred to as the 2002 Code. However, it did not take effect until 2003, and is therefore sometimes referred to as the 2003 Code. Thus, when websites refer to the 2003 Code, they are taking about what I typically call the "2002" Code.

(b) For bibliographic entries in this syllabus, I use a variety of "styles"—some are precisely APA, others less so in the service of giving you more information or in the service of the ease of using copy and paste. For your papers, please use APA style.

**Text:**

Campbell, L., Vasquez, M., Behnke, S., & Kinscherff, R. (2010).  
*APA Ethics Code Commentary and Case Illustrations*.  
Washington, DC: American Psychological Association.

Additional Required Reading:

Assigned articles and publications (See weekly assignments below.)

Ethical Principles of Psychologists and Code of Conduct (EC)  
(2002 with amendments) Available on the APA website:  
<http://www.apa.org/ethics/code/index.aspx> The document on this website includes the 2010 amendments. The "main" APA EC was published in the December, 2002 *American Psychologist*. However, in February of 2010, Council approved amendments (effective June, 2010) designed to underscore the fact that the EC does not permit violation of human rights under any conditions (by implication, this was related to military detainees). If you want to see the specific changes, those are also available on APA's website as well as published in the July-August, 2010, *American Psychologist*, 65 (5), 493. DOI: 10.1037/a0020168

"If Sex Enters Into the Psychotherapy Relationship" [Committee on Women in Psychology, *Professional Psychology: Research and Practice*, 20, 112-115.

Other articles and documents as assigned may be assigned, but will not be large in number.

Related Recommended Readings:

Ethics in Research with Human Participants (Sales & Folkman, 2000)

Rules and Procedures of the APA Ethics Committee

"Guidelines for the Use of Drugs in Research by Psychologists"

"Guidelines for Ethical Conduct in the Care and Use of Animals"

(See APA Website)

"Ageist Language in Psychological Research"

Relevant Websites:

APA: [www.apa.org/](http://www.apa.org/) (Access to the APA Ethics Code, the Monitor, etc.)

---

Div 17: [www.div17.org/](http://www.div17.org/) Division 17 is now formally called the Society of Counseling Psychology. It is still a Division of APA. Although there may be some technical distinction between the terms "Division 17" and "Society of Counseling Psychology," most of the time they are used interchangeably.

---

Student Affiliates of Seventeen (Student organization affiliated with Division 17): <http://div17.org/SAS/> The Counseling Psychology Program at SUNY-Albany currently hosts this group. It costs \$17/yr to belong to SAS and I strongly encourage you to join (see: [http://www.div17.org/about\\_membership.html#4](http://www.div17.org/about_membership.html#4) ).

---

Ethics resources including Monitor columns written by the Director of the APA Ethics Office:

<http://www.apa.org/ethics/resources/index.aspx>

---

Dr. Ken Pope: <http://kspope.com> This website is an excellent resource for ethical issues. Pope has written extensively in the area of ethics and professional issues (as well as other areas). From his homepage you can link to many relevant ethics websites including an ethical decision-making model published in the ethics book by Pope and Vasquez. Dr. Pope, in protest about how APA had addressed the rights of detainees and in protest of how APA had addressed the issue of the conflict between ethics and law, resigned from APA on 2/6/08. His letter of resignation, which I encourage you to read, can be found at:

<http://kspope.com/apa/index.php>

---

The Counseling Psychology Model Training Values Statement Addressing Diversity (CPMTVSD) [Note: This national document was based in part on a document developed by the University of Missouri which is in turn in part based on Auburn's statement about diversity in our program materials.]

<http://www.ccptp.org/trainingdirectorpage6.html>

---

The APA Public Interest Directorate: <http://www.apa.org/pi>

---

List of journals published by APA and also some additional psychology journals whose publishers have agreements with APA:

<http://search.apa.org/publications?query=&facet=&pubtype=journals&section=title&sort=title> This website is the best I know if

what you want to do is browse Tables of content or abstracts for quite a few issues of a variety of journals—much easier in my view than trying to use other library resources. Abstracts are viewable, although this website does not allow you to see all full-text articles. In general, if you are looking for a full-text version of a specific article, you may want to use the Auburn Library, rather than this site. One option is to browse using this website then go to the library's webpage to look up a specific full-text article that you want to read. Note: This site does not, by any means, list all journals related to psychology.

---

American Psychological Society

<http://www.psychologicalscience.org/about/links.cfm>

---

Association of State and Provincial Psychology Boards

<http://www.asppb.org/>

---

The following website has links to Randy Cohen's column in the New York Times Sunday Magazine. Cohen writes short responses to questions posed by readers concerning ethics in every-day life. Even though the responses are short (and thus by necessity simplify complex issues), they are often very interesting and thought-provoking. Try a couple of them—Cohen writes well and has a way of getting to the point quickly. If you don't have a subscription to the Times, I'm not sure how many of these you can access, but I encourage you to give it a try.

[http://topics.nytimes.com/top/features/magazine/columns/the\\_ethicist/index.html?qa&scp=1-spot&sq=randy%20%20cohen&st=nyt](http://topics.nytimes.com/top/features/magazine/columns/the_ethicist/index.html?qa&scp=1-spot&sq=randy%20%20cohen&st=nyt)

---

CCPTP (Council of Counseling Psychology Training Programs):

<http://www.psychology.iastate.edu/ccptp/> (Information on CCPTP; Linkages to APA, APPIC, etc.)

---

Psychology Licensure Laws and Regulations:

[www.uky.edu/Education/EDP/psyinfo2.html](http://www.uky.edu/Education/EDP/psyinfo2.html)

---

Classics in the History of Psychology:

<http://psychclassics.asu.edu/> Here you can read a number of classics in psychology (e.g., works by Freud, Skinner, William James, an article on why Babe Ruth was a great baseball player, an article by Harry Harlow about monkeys and the need for contact, "The Myth of Mental Illness by T. Szasz, the original article by Sherif et al on the famous Robbers Cave experiment, etc--give this website a try for fun if you haven't already.

### **Guidelines and Related Documents:**

Guidelines for psychotherapy with lesbian, gay, and bisexual clients

<http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

Also see Publication Manual (6<sup>th</sup> ed.) on pp. 70-77 entitled "General Guidelines for Reducing Bias" [in writing].

---

Short pdf post about sexual orientation and language (augments material in the new Publication Manual (6<sup>th</sup> ed.) on pp. 70-77 entitled "General Guidelines for Reducing Bias" [in writing].

<http://supp.apa.org/style/pubman-ch03.13.pdf>

---

APA Task Force Report on Gender Identity and Gender Variance:

<http://www.apa.org/pi/lgbt/resources/policy/gender-identity-report.pdf>

---

APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, & Culturally Diverse Populations

<http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>

---

APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

(NOTE: The above two sets of guidelines on multicultural issues are related in theme but they are distinct and separate documents. The first one listed was approved by the APA Council of Representatives in 1990. The second one was approved in 2002.)

Also see Publication Manual (6<sup>th</sup> ed.) on pp. 70-77 entitled "General Guidelines for Reducing Bias" [in writing].

---

Guidelines for Psychological Practice with Girls and Women

<http://www.apa.org/about/division/activities/girls-and-women.pdf>

Also see pages 70-77 of the APA Publication manual (6<sup>th</sup> ed.)

---

Guidelines for Reporting and Writing about People with Disabilities

<http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf>

---

Interacting With Our Members With Disabilities: Using Appropriate Language and Being Sensitive to Accommodation

Preferences:

<http://www.apa.org/pi/disability/resources/interacting-disabilities.pdf>

Also see pages 70-77 of the APA Publication manual (6<sup>th</sup> ed.)

---

Resource guide for psychology graduate students with disabilities

<http://www.apa.org/pi/disability/resources/publications/resource-guide.aspx>

---

Guidelines for Practice with Older Adults

<http://www.apa.org/practice/guidelines/adult.pdf>

Also published in the American Psychologist, May-June, 2004, 59(4), 236-260 DOI: 10.1037/0003-066X.59.4.236

---

Guidelines for the Evaluation of Dementia and Age-Related Cognitive Decline [2011]

<http://www.apa.org/pi/aging/resources/dementia-guidelines.pdf>

---

Report from: APA Working Group on Assisted Suicide and End-of-Life Decisions: <http://www.apa.org/pubs/info/reports/aseol.aspx>

(A graduate of our program, Dr. Jim Werth, was a member of this working group.)

End of Life Issues and Care:

<http://www.apa.org/pi/aids/programs/eol/index.aspx>



### **Some other ethics books:**

- Anderson, J. R., & Barret, B. (Eds.) (2001). *Ethics in HIV-related psychotherapy: Clinical decision making in complex cases*. Washington, DC: American Psychological Association.
- Barnett, J. E., & Johnson, W. B. (2008). *Ethics desk reference for psychologists*. Washington, DC: American Psychological Association.
- Bersoff, D. N. (2008). *Ethical conflicts in psychology* (4<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- Brabeck, M. M. (Ed.). (2000) *Practicing feminist ethics in psychology*. Washington, DC: American Psychological Association.
- Bush, S. S., Connell, M. A., & Denney, R. (2006). *Ethical practice in forensic psychology: A systematic model for decision making*. Washington, DC: American Psychological Association.
- Fisher, C. B. (2009). *Decoding the ethics code: A practical guide for psychologists* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Knapp, S. J., & VandeCreek, L. D. (2006). *Practical ethics for psychologists: A positive approach*. Washington, D.C.: American Psychological Association.
- Nagy, T. F. (2010) *Essential ethics for psychologists: A primer for understanding and mastering core issues*. Washington, DC: American Psychological Association.
- Nagy, T. F. (2005) *Ethics in plain English: An illustrative casebook for psychologists* (2<sup>nd</sup> ed.) Washington, DC: American Psychological Association.
- Pope, K., Vasquez, M. J. T. (2010). *Ethics in psychotherapy and counseling: A practical guide* (4th ed.). Hoboken, NJ: Wiley
- Schank, J. A., & Skovholt, T. M. (2007) *Ethical practice in small communities: Challenges and rewards for psychologists* Jossey-Bass/Wiley.

Thomas, J. T. (2010). *The ethics of supervision and consultation: Practical guidance for mental health Professionals*. Washington, DC: American Psychological Association.

Welfel, E. R. (2009). *Ethics in counseling and psychotherapy* (4<sup>th</sup> ed.). Pacific Grove, CA: Thompson Brooks/Cole.

Werth, J., Welfel, E. R., Benjamin, A. H. (Eds.). (2008). *The duty to protect: Ethical, legal, and professional considerations for mental health professionals*. Washington, DC: American Psychological Association.

Zur, O. (2007). *Boundaries in Psychotherapy: Ethical and Clinical Explorations*. Washington, DC: American Psychological Association.

Two older good books that are keyed to the 1992 APA Ethics Code include one by K. Kitchener, and one by G. Koocher & P. Keith-Spiegel.

#### Course Objectives:

- (1) Be able to describe the several documents (e.g., various guidelines in assigned reading) which are published by the American Psychological Association to assist psychologists in questions of ethics and professional behavior;
- (2) Be able to identify and discuss relevant values and principles which form the basis for sound ethical behavior when confronted with actual and hypothetical cases involving ethical dilemmas;
- (3) Be able to resolve (or make responsible professional choices concerning) ethical dilemmas by applying the values and guidelines supported by psychologists;
- (4) Be familiar with important legal principles and court findings which are relevant to the practice of psychology;
- (5) Be familiar with ethical issues involving the delivery of mental health services to diverse populations;
- (6) Be familiar with the ethical dilemmas/issues with which the

profession is currently grappling;

(7) Have become more aware of the interplay between cognitive and emotional factors in the formation of ethical dilemmas and problems and how we respond to them;

(8) Be familiar with various training models in psychology (e.g., scientist-practitioner);

(9) Be familiar with the evolution of counseling psychology as a professional and academic discipline;

(10) Be aware of a number of published resources bearing on counseling psychology, multicultural psychology, and diverse populations;

(11) Have some awareness of how multicultural issues impact the practice and education of psychologists and ethical decision making;

(12) Be knowledgeable about several issues of current interest to psychologists and the APA including, but not limited to, credentials, prescription privileges, managed health care, empirically supported treatments/evidence based practice, and licensure;

(13) Be familiar with some of the resources linking technology and psychology and be aware of some of the ethical challenges in psychology posed by new technologies;

(14) Have a deepened awareness of your own professional identity;

(15) Understand the commitment one makes to life-long learning and self-reflection as a psychologist.

### Course Content

AUG 22: **Discussion:** Auburn Counseling Psychology Program; advisors, personal therapy options and other resources (see program description on web and policies), most recent APA site visit, Program Policies, the program's commitment to assist you if you experience harassment or discrimination; what to do if you believe that you might be impaired (or if you have knowledge of

another student who might be impaired) Note: For a variety of reasons, the term "impaired" is giving way to phrases such as "having difficulty with problems in competency." ; plagiarism; one's personal life and one's professional life; life-long learning and reflection issues (I recommend the article by E. Wise, et al (2010, "Life-long learning for psychologists: Current status and a vision for the future," *Professional Psychology: Research and Practice*, 41(4) 288-297), some "big-ticket issues" in psychology and counseling psychology, overview (EST & EBP, the nature of evidence [RCT, etc.], multiculturalism /diversity [both within the US and international], social justice and advocacy, licensure, prescription privileges, managed care); professional journals in psychology; APA Student Affiliation; Division 17 Student Affiliation; 2002 APA ethics code (as amended in 2010)

**AUG 29: Brown Bag 12:15. Discussion:** Continue topics from last week. Professional Identity; Culture in understanding individuals, Prescription Privileges.

**Read:** (1) Begin reading the APA Ethics Code. (2) "Choosing psychotherapy as a career: Beyond 'I want to help people.'", Norcross, J. C. & Farber, B. A.. *Journal of Clinical Psychology*, Aug, 2005, Vol. 61(8), 939-943, DOI: 10.1002/jclp.20115. [Note: This article is in a special issue devoted to "Why I became a psychotherapist." There are nine other articles in the issue including several by well-known psychologists (e.g., Albert Ellis)]; (3) From *The Counseling Psychologist* (TCP), March, 2008, read two (your choice) of these three articles on professional identity: (a) Munley et al, (b) Forrest, and (c) Watkins. You might also be interested in reading at least parts of Goodyear et al in the same issue, although there is some overlap between Goodyear and Munley. (4) "Many forms of culture" by Cohen from the April, 2009, *American Psychologist*. (Vol 64(3), pp. 194-204). (5) Heiby, E. M., DeLeon, P. H., & Anderson, T. (2004). A debate on prescription privileges for psychologists. *Professional Psychology: Research & Practice*, 35, 336-344.

**Assignment:** Go to the library or visit it on-line. Browse a few psychology journals across two or three years (looking at tables of content). Select two journals with which you were not familiar and come prepared to describe those to the class. Browse until you get excited about an article. Read that one and come to class prepared to discuss it.

**September 5—NO CLASS—LABOR DAY—NO CLASSES UNIVERSITY WIDE**

SEP 12 **Brown Bag 12:15. Discussion:** Continue discussion of ethics code. The 2010 amendments. Training Models: Scientist-Practitioner Model. Continue earlier discussion on evidence-based practice. History of Counseling Psychology.

**Read:** (1) APA Presidential Task Force on Evidence-Based Practice. Evidence-based practice in psychology. *American Psychologist* (May, 2006), 61, 271-285. (2) Chwalisz, K. (2003). A framework for twenty-first-century scientist-practitioner training. *The Counseling Psychologist*, 31, 497-528. (3) Wampold, B. E. (2003). Bashing positivism and reversing a medical model under the guise of evidence, *The Counseling Psychologist*, 31, 539-545. [NOTE: Articles 2 and 3 above are from the September, 2003, TCP--Special Section on Evidence-Based Scientist-Practitioner Training]: (4) How would we know if psychotherapy were harmful? (S. Dimidjian & S. D. Hollon, 2010, *American Psychologist*, 65(1), 21-33). (5) At least one obituary in the *American Psychologist* (come prepared to describe);

**Assignment:** Finish reading the ethics code (if you have not done so already). Peruse the recent APA convention program (my copy or borrow from someone else who was there). Find one presentation that sounds very interesting and email the author asking for a copy of the paper they presented. Be prepared to briefly describe the paper.

**Recommended Reading:**

Goodheart, C. D. (2011). Psychology practice: Design for tomorrow. *American Psychologist*, 66(5), Jul-Aug 2011, 339-347. (2) Training Implications of Harmful Effects of Psychological Treatments (L. G. Castonguay, J. F. Boswell, M. J. Constantino, M. R. Goldfried, & C. E. Hill. *American Psychologist*, 2010, 65(1), 34-49). (3) Kazdin, A. E. (2008). Evidence-based treatment and practice. New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, 63(3), 146-159. (4) Stricker & Trierweiler (1995) "The local clinical scientist: A bridge between science and practice;" (5) Rice (1998), "Will there be two psychological professions: One that is scientific and academic and one that provides services? (6) CCPTP statement on

the integration of science and practice (available on the CCPTP website); (7) collection of articles in the February, 2000, *American Psychologist* on the Boulder conference and its aftermath; (8) Hoshmand & Polkinghorne (1992), "Redefining the science-practice relationship and professional training. [This is a very interesting article that addresses philosophical issues.] (9) Hoshmand, L. T. (2003). "Applied epistemology and the professional training in a science-based cultural enterprise," *The Counseling Psychologist*, 31, 529-538. (10) Hage, S. M. (2003). Reaffirming the unique identity of counseling psychology: Opting for the "road less traveled by." *The Counseling Psychologist*, 31, 555-563; (11) Howard, G. S. (1992). Behold our creation! What counseling has become and might yet become. *Journal of Counseling Psychology*, 39, 419-442; (12) Roberts M. C. (2006) Essential Tension: Specialization with broad and general training in psychology. *American Psychologist*, 61, 862-870. Anestis, M. D., Anestis, J. C., Lilienfeld, S. O. (2011). When it comes to evaluating psychodynamic therapy, the devil is in the details. *American Psychologist*, 66(2), 149-151 .

SEP 19 **Discussion:** Professional development/self care. Science/practice integration, Training Models, and evidence continued. Division 17/Professional Identity; Credentials; State Boards, American Psychological Association and other professional organizations (e.g., ABPP; APPIC; ASPPB, etc); Managed Care, Social justice.

**Read:** (1) Norcross, J. C. (2005). The psychotherapist's own psychotherapy: Educating and developing psychologists, *American Psychologist*, 60, 840-850. (2) Clark, Murdock, & Koetting, TCP, May, 2009, "Predicting burnout and career choice satisfaction in counseling psychology graduate students". (3) Murdock, N. L. (2006). On science-practice integration in everyday life. TCP, 34, 548-569. (4) Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The Consumer Reports study. *American Psychologist*, 50, 965-974; (5) Peterson (1995): "The reflective educator." (This last idea is similar to the idea of the local clinical scientist.)

**Assignment:** Choose an article in the *American Psychologist* to which some interesting and critical comments were written. Read the article and the comments. Come prepared to discuss. The easiest way to do this is look through the last several issues of the *American Psychologist* to find a group of comments (about a previous article) that look interesting. Look for some passion,

some fire, some stinging criticism-find something that makes your pulse race a little-something that makes you want to tell others what you found. Then backtrack and read the original article. Do not choose an article which has not generated controversy.

**Recommended Reading:** (1) The Dissemination and Implementation of Evidence-Based Psychological Treatments: A Review of Current Efforts (R. Kathryn McHugh and David H. Barlow, 2010, *American Psychologist*, 65(2), 73-84; (2) Fox, DeLeon, Newman, Sammons, Dunivin, & Baker, (2009) "Prescriptive authority and psychology: A status report, *American Psychologist*, 64, 257-268 [May-June]; (3) Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress. *American Psychologist*, 60, 410-421; (4) Lopez, S. J., Magya-Moe, J. L., Petersen, S. E., Ryder, J. A., Krieschok, T. S., O'Byrne, K. K., Lichtenberg, J. W., & Fry, N. A. (2006). Counseling psychology's focus on positive aspects of human functioning. *The Counseling Psychologist*, 34, 205-227; (5) Ducheny et al. (1997): "Graduate student professional development."; (6) Westen, D., & Weinberger, J. (2004): "When clinical description becomes statistical prediction", *American Psychologist*, 59, 595-613; (6) Messer (2004), "Evidence-based practice: Beyond empirically supported treatments (7) Miller (1996) "Managed care is harmful to outpatient mental health services: A call for accountability;" (8) Murphy, DeBernardo, & Shoemaker (1998) "Impact of managed care on independent practice and professional ethics: A survey of independent practitioners;" (9) Chapter "Counseling Psychology" by Perry W. Kaly and Martin Heesacker, in *I'm a people person: A guide to human service professions*, edited by M. A. Richard and W. G. Emener (2003); (10) Westen, D., Novotny, C., & Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin*, 130, 631-663. [See comments and rejoinder-same issue; (11) NY Times article "For Psychotherapy's Claims, Skeptics Demand Proof" (August 10, 2004); (4) Nathan (1998), Practice Guidelines: Not yet ideal; (12) Seven articles on the Dodo bird from the Spring (also labeled the "February" issue in some database portals), 2002 issue of *Clinical Psychology: Science and Practice*; (13) "Principles of empirically supported interventions in counseling psychology" in the March, 2002 issue of *TCP* (Wampold, Lichtenberg, and Waehler); (14) *Handbook for social justice in counseling psychology* (Toporek et al (Eds.) (2006); (15) Cultural and linguistic competence: Welcome challenges from successful

diversification, A. Schwartz, et al. (2010); (16). Smith (1990), "Psychology in the Public Interest: What Have We done? What Can We do?" [This is an old article but in some sense it sets the stage for more recent social justice thinking in psychology.] (17) Model act for state licensure of psychologists. *American Psychologist*, 66(3), April, 2011, 214-226. (18) Preventing problems of professional competence in the face of life-threatening illness. Johnson, W. Brad; Barnett, Jeffrey E. *Professional Psychology: Research and Practice*, 285-293. (19). Webb, K. (2011). Care of others and self: A suicidal patient's impact on the psychologist, 42(3), June, 215-221. This is the June issue and it contains several articles on emotional issues in psychotherapy in terms of therapist reactions to serious client illness and death. (20) Wampold, B. E., & Bhati, K. S. (2004) "Attending to the omissions: A historical examination of evidence-based practice movements. *Professional Psychology: Research and Practice*, 35, 563-570;

SEP 26: **Brown Bag 12:15 p.m. Discussion:** Multicultural Issues in Psychology and Counseling Psychology. This is a brief overview, designed to (1) help you be aware of documents which help guide the thinking of, and reflect the values of, psychologists in the area of diversity; (2) continue the process of helping you be aware of the importance of cultural and individual differences and diversity in the training of psychologists; and (3) be familiar with some of the specific ways in which diversity and multiculturalism interacts with professional and ethical issues. You will have an entire course devoted to diversity and multiculturalism and these issues will also be infused throughout your courses. In addition to the discussion today, throughout the course we will cover multicultural issues as they interact with ethical and professional issues.

**Read:** (1) The APA "Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change" approved by APA Council at the APA convention, August, 2002

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx> You may begin reading where the actual guidelines begin. This is typically somewhere between pages 15 and 22 depending on your computer settings when you pull up the document; (2) "Avoiding Heterosexual Bias in Language;" Committee on Lesbian and Gay Concerns, *American Psychologist*, 1991; or see: <http://www.apa.org/pi/lgbt/resources/language.aspx> (3) "Guidelines for Psychological Practice with Girls and Women"



<http://www.apa.org/about/division/activities/girls-and-women.pdf>

Hardcopy: *American Psychologist*, 62(9), Dec 2007. 949-979. You may start reading on page 34 of the web document because that is really the beginning of the Guidelines [Exact page numbers may differ slightly based on computer interface]. The first 34 pages are introductory material, which is not required reading. In the text published in the *American Psychologist*, you may begin reading on page 960 (although you are encouraged to read all of the document). The above two documents are exactly the same—I'm just giving you two methods of accessing the material.

One fact about these guidelines (for work with girls and women) which you might find interesting is that in the History and Development subsection of the introductory material, you will find among the people who provided input, the names of three former counseling psychology doctoral students from our program—ask me if you are curious about who they are.

(4) "Guidelines for psychotherapy with lesbian, gay, and bisexual clients;" <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

Note that you must click on each guideline to read the full material—Hardcopy: published in *American Psychologist*, 2000; (5) "Disability and Accessibility in Psychology: Three major barriers (Pope, K. S., 2005, *Ethics & Behavior*, 15, 103-106.

**Recommended Reading:** (1) APA Policy Statements for Gay, Lesbian, and Bisexual Concerns: <http://www.apa.org/pi/lgbc/policies.html> (2) APAGS: A Survival Guide for Ethnic Minority Graduate Students (APA); (3) Psychology and Racism: An Annotated Bibliography (APA); (4) "Guidelines for Research in Ethnic Minority Communities," (Council of National Psychological Associations for the Advancement of Ethnic Minority Interests); (5) Several articles on psychology/psychotherapy and religion in the October, 2010 issue of *Professional Psychology: Research and Practice*; (6) Fowers, B. J., & Davidov, B. J. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist*, 61, 581-594. (7) Interacting With Our Members With Disabilities: Using Appropriate Language and Being Sensitive to Accommodation Preferences.

<http://www.apa.org/pi/disability/resources/interacting-disabilities.pdf> Gives examples of preferred language, offers suggestions on structuring activities/meetings, etc. (8) Abreu (2001), "Theory and Research on Stereotypes and Perceptual Bias"

(July 2001, TCP); (9) see 6<sup>th</sup> edition of APA Publication Manual for guidelines to reduce bias in language; (10) Guidelines for Practice with Older Adults  
<http://www.apapracticecentral.org/ce/guidelines/older-adults.aspx>  
 11) "The Americans with Disabilities Act and How it Affects Psychologists":  
<http://www.apa.org/pi/disability/resources/publications/ada.aspx>  
 (12) Ethical principles and acculturation: Two case studies. Schwebel, D. C., & Hodari, A. J. (2005). *Ethics & Behavior*, 15, 131-137; (13) Islam G. (2007) Virtue ethics, multiculturalism, and the paradox of cultural dialogue. *American Psychologist*, 62(7), 704-705. [OCT]. (14) Vasquez, M. J. T. (2007) Cultural difference and the therapeutic alliance: An evidence-based analysis. *American Psychologist*, 62(8), 878-885 [Nov]; (15) articles from the July, 2008, TCP, "Internalized Heterosexism" (16) articles from the May, 2008 TCP, "Men's gender role conflict: 25 year research summary; (17) Articles from the March, 2008 TCP-International Forum"; (18) Training directors' conceptualizations of the intersections of diversity and trainee competence problems: A preliminary analysis, (Miller, Forrest, & Elman, TCP, May, 2009); (19) "Integrating practice guidelines into professional training: Implications for diversity competence (Miville, Duan, Nutt, Waehler, Suzuki, Pistole, Arrendondo, Duffy, Mejia, & Corpus, TCP, May, 2009); (20) "Linking the concept of acculturation: Implications for theory and research" (Schwartz, Unger, Zamboanga, & Szapocznik, *American Psychologist*, 65(4), June, 2010; (21) "Introduction to the Special Issue on Diversity and Leadership" (J. L. Chin, *American Psychologist*, 65(3), 2010); (22) Rethinking the concept of acculturation: Implications for theory and research. Schwartz, Seth J.; Unger, Jennifer B.; Zamboanga, Byron L.; Szapocznik, José, *American Psychologist*, 65(4), May-Jun 2010, 237-251. doi: [10.1037/a0019330](https://doi.org/10.1037/a0019330); (23) The efficacy of psychodynamic psychotherapy. Shedler, J. *American Psychologist*, 65(2), Feb-Mar 2010, 98-109. doi: [10.1037/a0018378](https://doi.org/10.1037/a0018378) [comments in Feb/Mar, 2011 issue].

**OCT 3: In-Class Quiz. Mid-term Exam Handed Out. Discussion:**  
 Foundations for ethical decisions; Discuss Kohlberg, Gilligan, Jordan & Meara (virtue ethics), & Kitchener; Consequentialist and deontological perspectives; Character, stress, and emotion in ethical violations; Ethics & philosophy; Principle ethics and virtue ethics, Ethical decision making, Doing good not just

avoiding harm.

**Read:** (1) Introduction and Chapter 1 of text (Campbell et al). (2) 10 ways practitioners can avoid frequent ethical pitfalls. Boost your ethical know-how with these practical tips on avoiding common ethical quandaries. (Deborah Smith; *The Monitor*, 34(1), January, 2003).

**Recommended Reading:** Knapp, S., & VandeCreek, L. (2007). Balancing respect for autonomy with competing values with the use of principle-based ethics. *Psychotherapy Theory, Research, Practice, Training*. 44(4), 397-404.

OCT 10: **Mid-Term Exam Returned. Discussion:** Resolving ethical issues, How the APA Ethics Committee works; Competency issues. Character and personal issues in ethics continued.

**Read:** (1) Chapter 2 of text. (2) Johnson & Campbell (2004). "Character and fitness requirements for professional psychologists: Training directors' perspectives," *Professional Psychology: Research and Practice*, 35, 405-411; (3) Pipes, R. B., Holstein, J. E. & Aguirre, M. G. (2005). *American Psychologist*, 60, 325-334. [May-June]. Examining the personal-professional distinction: Ethics codes and the difficulty of drawing a boundary.

**Recommended Reading:** Ethics Committee Rules and Procedure: <http://www.apa.org/ethics/code/committee.aspx>

OCT 17: **Brown-bag: 12:15 p.m. Discussion:** Ethics in psychotherapy. Human relations and diversity. Consent to psychotherapy. Technology and new ethical issues. **Read:** (1) Chapters 3 and 10 of textbook (Campbell et al); (2) The 2010 report of the APA Ethics Committee (published in 2011). *American Psychologist*, 66(5), July-August, 2011, 393-403. doi: [10.1037/a0024003](https://doi.org/10.1037/a0024003) (3) "Informed consent revisited: An updated written question format" (Pomerantz & Handelsman, 2004). (4). Dr. Laura Brown's informed consent form: <http://www.drlaurabrown.com/doc/ConsentForm.pdf> (Dr. Brown's form and a number of other such forms may be located using Dr. Pope's website). (5) Kaslow, F. W., Patterson, T., Gottlieb, M. (2011). Ethical dilemmas in psychologists accessing Internet data: Is it justified? *Professional Psychology: Research and Practice*, 42(2), April, 105-112 (6) "When values of different cultures conflict: Ethical decision making in a multicultural context," Knapp & VandeCreek, 2007, *Professional Psychology: Research & Practice*, 38(6), 660-666. [Dec].

**Recommended Reading:** (1) Knapp, S.; Lemoncelli, J; VandeCreek, L. (2010) Ethical responses when patients' religious beliefs appear to harm their well-being. *Professional Psychology: Research and Practice*, 41(5), October, 405-412. (2) McMinn, Mark R.; Bearse, Jennifer; Heyne, Laura K.; Smithberger, Amanda; Erb, Andrea L. Technology and independent practice: Survey findings and implications. *Professional Psychology: Research and Practice*, 42(2), 176-184. (3) Packman, Cabot, & Bongar (1994, "Malpractice arising from negligent psychotherapy: Ethical, legal, and clinical implications of Osheroff v. Chestnut Lodge malpractice due to negligent psychotherapy"); (4) Pope & Vetter (1993, "Ethical dilemmas encountered by members of the American Psychological Association: A national survey"—this is an excellent article, even if it is a little old); (5) previous reports (other than those assigned above) of the APA Ethics Committee (6) Payton, (1994, "Implications of the 1992 Ethics Code for diverse groups)

OCT 25: **Cases for write-up handed out.**

**Discussion:** Privacy/Confidentiality; Privileged Communication; Record Keeping; Duty to Protect; AIDS/HIV.

**Read:** (1) Chapters 4 and 6 of text (Campbell et al); (2) Glosoff, H. L., Herlihy, S. B., Herlihy, B., & Spence, E. B. (1997). Privileged communication in the psychologist-client relationship. *Professional Psychology: Research and Practice*, 28, 573-581; (3) DeBell, C., & Jones, R. D. (1997). Privileged communication at last? An overview of Jaffee V. Redmond. *Professional Psychology: Research and Practice*, 28, 559-566 (4) Fisher, M. A. (2008) Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63(1), 1-13 [Jan]; (5) Pipes, R. B., Blevins, T., & Kluck, A. (2008). Confidentiality, ethics, and informed consent. [Comment]. *American Psychologist*, 63, 623-624. (6) Drogin, E. Y., Connell, M., Foote, W. E., Sturm, C. A. (2010). The American Psychological Association's revised "record Keeping Guidelines: Implications for the practitioner. *Professional Psychology, Research and Practice*, 41(3), 236-243.

**Recommended Reading:** (1) American Psychological Association (2007), Record Keeping Guidelines, *American Psychologist*, 62(9), 993-1004. [Dec] (2) Knapp & VandeCreek (1997, "Jaffee v. Redmond:..."; (3) Soisson et al (1987, "Thorough record keeping:

A good defense in a litigious era"); (4) Fulero (1988, "Tarasoff: 10 years later"); (5) Everstine, L., Everstine, D. S., Heymann, G. M., True, R. H., Frey, D. H., Johnson, H. G., & Seiden, R. H. (1980). Privacy and confidentiality in psychotherapy. American Psychologist, 35, 828-840.[An older article but good]; (6) Burke, C. A. (1995, "Until death do us part: An exploration into confidentiality following the death of a client" **NOTE: A version of this paper was written for this class.**) (7) Zeranski, L.; Halgin, R. P. (2011). Ethical issues in elder abuse reporting: A professional psychologist's guide. *Professional Psychology: Research and Practice*, 42(4), August, 294-300

OCT 31: **Cases for write-up returned. Discussion:** Multiple Role Relationships (with clients and former clients); conflicts of interest; attraction, romance, and sexual intimacy.

**Read** (1) Review Chapter 10 of textbook. (2) APA brochure, "When Sex Enters Into the Therapy Relationship," (3) Smith & Fitzpatrick (1995, "Patient-therapist boundary issues: An integrative review of theory and research"); (4) Younggren & Gottlieb, 2004, Managing risks when contemplating multiple relationships. *Professional Psychology: Research and Practice*, 35, 255-260.)

**Recommended Reading:** (1) Williams (1992, "Exploitation and inference: Mapping the damage from patient-therapist sexual involvement"--gives a rather different view of sexual involvement--not supporting it, but raising questions); (2) Pipes (1997, "Nonsexual relationships between therapists and their former clients: Obligations of psychologists"); (3) Anderson & Kitchener (1998, "Nonsexual posttherapy relationships: A conceptual framework to assess ethical risks"); (4) Pope, Keith-Spiegel, & Tabachnick (1986, "Sexual attraction to clients: The human therapist and the (sometimes) inhuman training system"); (5) Gottlieb (1993, "Avoiding exploitive dual relationships: A decision making model"); (6) Pope & Bouhoutsos (1986), Sexual intimacy between therapists and patients); (7) Lamb, D. H., Catanzaro, S. J., & Moorman, A. S. (2004). A preliminary look at how psychologists identify, evaluate, and proceed when faced with possible multiple relationship dilemmas. *Professional Psychology: Research and Practice*, 35, 248-254.

NOV 7: **Brown-bag: 12:15 p.m. In-class quiz. Discussion:** Ethics in Assessment; Issues in specific work settings (e.g., business,

government, military, schools, prisons, etc); group therapy.

**Read:** Chapter 9 of textbook; Review Standard 10.03 & pp. 354-355 of text.

**Recommended Reading:** Corey, Williams, & Moline 1995, "Ethical and legal issues in group counseling" You might also be interested in the Association for Specialists in Group Work Best Practice Guidelines (1998, Revised, 2007):

[http://www.asgw.org/PDF/Best\\_Practices.pdf](http://www.asgw.org/PDF/Best_Practices.pdf) The ASGW guidelines do not have enforcement status for psychologists, but obviously there is substantial overlap in ethical standards and practice guidelines between counselors and psychologists.

NOV 14 **Assignment:** Video on multiple relationships.

**Discussion:** Relationships with colleagues, supervisees, and employees; psychologists in the legal system, child custody, money, managed care, the marketplace, presenting oneself to the public.

**Read:** (1) Chapters 5 & 7 of textbook (Campbell et al); (2) "A national survey of American Psychological Association student affiliates' involvement and ethical training in psychology educator-student sexual relationships," (Zakrzewski, R. F., *Professional Psychology: Research and Practice*, 37(6), Dec, 2006, 724-730.

**Recommended Reading:** (1) APA Committee on Legal Issues (2006), "Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data"), *Professional Psychology: Research and Practice*, 37(2), Apr, 2006, 215-222. (2) Acuff, et al. (1999, "Considerations for Ethical Practice in Managed Care"). (3) APA Guidelines for Child Custody Evaluation; (4) Guidelines for child custody evaluations in family law proceedings, *American Psychologist*, 65(9), 863-867. (5) Specialty Guidelines for Forensic Psychologists; (6) Rotgers & Barrett (1996, "Daubert V. Merrell Dow and expert testimony by clinical psychologists: Implications and recommendations for practice"); (7) Glaser & Thorpe (1986, "Unethical intimacy: A survey of sexual contact and advances between psychology educators and female graduate students").

NOV 21 **NO CLASS-THANKSGIVING**

NOV 28: **Discussion:** Research/Publishing/Teaching/Supervision.

**Read:** Chapter 8 and review Chapter 7 of textbook (Campbell et al). Discuss IRBs and obligation of researchers to protect participants. Tuskegee Medical experiments—significant dates: 1932; 1972;1997; Authorship issues. Write an informed consent form in class. **Assignment:** Complete Collaborative Institutional Training Initiative (CITI) training and submit certificate of completion to instructor (will be placed in your student file) not later than the beginning of class this date (11/28/11). FAQs about CITI: <http://www.auburn.edu/research/vpr/ohs/faq.htm#cost> To take the training: <http://www.citiprogram.org/> Complete the Social and Behavioral Module and if you are fairly certain that you will do research with VA populations or with school students, I encourage you to take those sections also since completion of these sections is required by Auburn University if you do research with those populations.

**Recommended Reading:** (1) MacKinnon, C. J. Bhatia, M., Sunderani, S., Affleck, W., Smith, N. G. (2011). Opening the dialogue: Implications of feminist supervision theory with male supervisees. *Professional Psychology: Research and Practice* 42(2), 130-136 (2) Fine & Kurdek (1993, "Reflections on determining authorship credit and authorship order on faculty-student collaborations"); (3) Goodyear et al (1992, "Ethical issues in the supervision of student research: A study of critical incidents");

### **Course Requirements:**

Class attendance (contribution to achievement of course objectives) and discussion; two quizzes in class, midterm examination (take home); final paper; read text and additional articles as assigned. Hand in case-write-ups. Complete CITI training.

The final paper, which must be about ethics, should be a minimum of 10 pages (**not counting title page and references**) in length (typed, double-spaced) and should focus on some aspect of ethics in psychology. **Not later than the 8th week of class, each student should have met with the instructor to discuss the paper.** Although the paper may be a literature review of a particular aspect of ethics, more original contributions are strongly encouraged. The broad goal is to produce a manuscript which would be of sufficient quality (newness of ideas, strength of

argument, contribution to the scholarly literature, writing style, etc) that it would be reasonable to submit it to a journal for publication.

### Grading and Evaluation

Midterm	30%
Final Paper	45%
Two quizzes	15%
Class Participation including write-ups	5%
Completion of CITI training	5%

(**NOTE:** You must complete CITI training and submit a certificate to the instructor or you will receive an "incomplete" in the course—submit in hardcopy and electronically.)

**Final Paper Due on Friday, December 2, at 1:00 p.m. Paper must be submitted electronically AND in hardcopy by this date and time.**

**NOTE:** Although you may certainly use the ethics codes of other organizations to inform yourself and or make comparisons to APA, the APA Code is the Code to which you are bound. It is this code that should be used for your final paper.

90--100:	A
80--89:	B
70--79:	C
60-69:	D
Below 60:	F

### Class Policy Statements:

Accommodations: Students who need accommodations in class, as provided for by the Americans with Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if



accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Other Policies: Students are expected to attend all class meetings and participate in all classroom discussion and exercises. Students are responsible for initiating arrangements for missed work due to excused absences. Quizzes cannot be made up unless you have a documented excused absence.

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the Ethical Principles of Psychologists and Code of Conduct adopted by that organization. This document should be downloaded from the APA website.

The Tiger Cub (the Auburn University Student Handbook) <http://www.auburn.edu/tigercub/handbook.html> contains information on procedures to follow in the event you believe you have an academic grievance or you believe that you have been harassed or discriminated against. It also contains information about the student code of conduct, including information about plagiarism. It is your responsibility to be familiar with and to follow the code of conduct in the Tiger Cub.

Office hours: I don't typically post these because students often end up having schedules that don't match the hours so I just try to be flexible and responsive if you need to see me. I will post office hours if that is helpful to you. I am here virtually every day although I reserve after 10 a.m. on Thursdays to write. I return phone calls and email messages fairly promptly. Feel free to drop by at any time. Make an appointment if you want to be certain that I will be in my office at a given time.