**COUN 8530**

Contemporary Issues in Counseling Psychology

***Fall 2020***

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

**College of Education**

Instructor Information:

**Evelyn Hunter, Ph.D.**

**Assistant Professor**

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**334-844-7608**

Office Hours: By appointment



**SYLLABUS**

**1. Course Number: COUN 8530 (3 semester hours)**

**Course Title: Contemporary Issues in Counseling Psychology**

**University: Auburn University**

**Prerequisites: Admission to the Counseling Psychology doctoral program**

**Instructor: Evelyn A. Hunter, PhD**

**Contact Info: 2064 Haley (mail: 2084); eac0006@auburn.edu**

**Class Meeting: Fridays 12:00-2:50pm in Dawson Building 113**

**2. Date Syllabus Prepared:** Aug 2020

**3. Required Readings:**

All assigned articles and publications (see Course Schedule & Reading Appendix for Details)

*Ethical Principles of Psychologists and Code of Conduct* (2002 with 2010 & 2016 amendments) Available on the APA website: <http://www.apa.org/ethics/code/index.aspx>

**Relevant Resources:**

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

Monitor columns written by the Director of the APA Ethics Office: <http://www.apa.org/ethics/resources/index.aspx>

**Some Good Ethics Books (Recommended but not required):**

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

Fisher, C. B. (2003). *Decoding the ethics code: A practical guide for psychologists*. Thousand Oaks, CA: Sage.

Pope, K., Vasquez, M. J. T. (2007). *Ethics in psychotherapy and counseling: A practical guide* (3rd ed.). Hoboken, NJ:

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

**4.** **Course Description:**

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

**5.Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Upon course completion students will:

(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.

**6. Course Content** **and Schedule:**

This course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

**All Readings are Listed in the Appendix.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Aug 21 | Review Syllabus. AU COP & Interacting w/ My advisor. Program Policies. Personal Therapy Resources. APA Student Affiliation. “Unpacking Our Bags” – An Ode to Dr. Pipes. | Week 1 Readings |  |
| 2 | Aug 28 | What did we do without a code? Ethical Genogram & the Ethics Code. Professional Identity (& turf wars). Life-long Learning Prescription Privileges. | Week 2 Readings  Ethics Code Read: Intro-Section 1 | **Practice Reading Quiz (not for credit)** |
| 3 | Sept 4 | Ethics Code. Training Models. RCTs, EBTs & EBP. Areas of Practice (Counseling Centers, Academia, Private Practice, Hospitals, VAs, etc.) | Week 3 Readings  Ethics Code Read: Section 2-4 |  |
| 4 | Sept 11 | Social Justice & Advocacy. Therapist Self-Care. Again to Professional Identity: The path to becoming Psychologists (Internship, Licensure, State boards, Structure of APA, and Other Prof Organizations(ABPP, APPIC, ASPPB) | Week 4 Readings  Ethics Code Read: Section 5-7 |  |
| 5 | Sept 18 | Multicultural Issues in COP. Introduction to Guidelines | Week 5 Readings  Ethics Code Read: Section 8-10 | **Controversial Article Presentation** |
| 6 | Sept 25 | Psychotherapy Outcomes & Evaluations in Practice (vs txt evaluation). Ethical Decision Making Models. | Week 6 Readings |  |
| 7 | Oct 2 | Ethical Decision Making in Practice. Resolving ethical issues, How the APA Ethics Committee works; Problems in Professional Competency. | Week 7 Readings | **Last week to Meet Dr. Hunter re: Ethics Paper topic** |
| 8 | Oct 9 | The Hoffman Report.  **Midterm Examination Assigned.** | Week 8 Readings |  |
| 9 | Oct 16 | Consent in Psychotherapy. Telehealth and Other Technology. | Week 9 Readings | **Midterm Examination Due on CANVAS** |
| 10 | Oct 23 | Privacy/Confidentiality; Privileged Communication; Record Keeping; Duty to Protect; AIDS/HIV.  **Case Presentations Assigned.** | Week 10 Readings | **Interesting Idea Assignment** |
| 11 | Oct 30 | Multiple Role Relationships (with clients and former clients); more on-line issues; conflicts of interest; attraction, romance, and sexual intimacy. | Week 11 Readings |  |
| 12 | Nov 6 | Ethics in Research & Assessment | Week 12 Readings |  |
| 13 | Nov 13 | Ethics in Supervision. SIP Ethical Perspectives.  **Case Presentation in Class** | Week 13 Readings |  |
| 14 | Nov 20 | Revisit First Day (Goals & Self-Care); |  | **Final Ethics Paper Due** |

**7. Course Requirements/Evaluation:**

**Reading Quizzes**: Five (5), quizzes will be administered at the beginning of random class periods using an online format. Prior to the first “pop quiz”, students will have the opportunity to complete a practice quiz to adjust to the style of quizzes. If you do not have capabilities to access an online quiz in class (smart phone, laptop, tablet, etc.), please come see me immediately after the first class. The lowest quiz grade will be dropped, such that the four (4) highest quizzes will count in your final grade. Quiz format will be multiple choice and short-answer response questions, based on the readings due, previous class discussions, and/or previous readings. The best way to do well is to stay actively involved in the course material (i.e., take notes as you read, review lectures, quiz yourself, and so on).

**Controversial Article Presentation**: 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 briefly present the article and resulting controversy to the class and lead discussion. 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 and your thoughts about it. Then backtrack and read the original article. **Do not choose an article which has not generated controversy.**

**Midterm Case Exam**: One (1) midterm case exam will be administered. Exam format will primarily focus on your ability to utilize ethical decision making models to make decisions around ethical cases. However, the exam may also include multiple choice response and short-answer questions. You will have one week to complete the exam and return it on Canvas. The best way to do well is to stay actively involved in the course material (i.e., take notes as you read, review lectures, quiz yourself, and so on).

**Interesting Idea Assignment**: Write a one-page summary of an idea you have about ethics (this can be a controversial topic, a proposed addition, deletion, or change to the Ethics Code, a way that Ethics intersects with another of your interests, literally anything). We will spend about 15 minutes discussing each idea. **This one-page should NOT be a part of the final paper which you are doing.**

**Group Case Presentation**: You will be assigned a specific ethical case vignette – usually based on a well-known social or political figure - during class. Utilizing course material, empirical literature (i.e. articles from research databases), and self-reflection, your task will be to evaluate how you imagine an ethical consultant would advise the case. In fact, your cohort ARE the Ethical Consultants for this case. You will be allowed to treat public information about your figure as “fact” for the purposes of this course. While this will require some level of imagination, your ability to utilize your knowledge of the APA Ethics Code and the literature, with consideration to cultural competence, will be evaluated. Missing components will result in an “incomplete” grade for this assignment. BE CREATIVE AND THOROUGH! A thorough presentation should last 50-60 minutes. See presentation components below.

**Group Case Presentation Components**

* **Review of the Case (**Include Client Background / Presenting Problem/ Biopsychosocial history**): 1point**
  + The case vignette will be provided to you, but should be including in your presentation. Collect biopsychosocial history from online research of your assigned client/case. Include a picture or video of the client.
* **Primary Ethical Concerns: 1 point**
* **APA Ethics Code: 3 points**
  + Include relevant codes related to the concerns highlighted in this case.
* **Cultural Considerations: 3 points**
  + Cultural Considerations that might affect your consultation in this case
* **Evidenced-based / Empirical Justification: 3 points**
  + Include research from at least 3 articles that support your consultation in this case. Cultural considerations should be taken into account.
* **Ethical Decision Making Model: 5 points**
  + What is/are the ethical decision making model(s) you are using to consult on this case? It should be clear in your presentation how you have followed the steps in the model AND the “final decision” made should clearly result from the process you followed.
* **Final Consultation Advice: 2 points**
  + What is the final advice you will give to the client?
* **Ethical Strengths & Weaknesses and Potentially Negative Outcomes: 2 point**
  + This section is an opportunity for you to offer challenges to your own consultation, with particular attention paid to any possible negative outcomes to what you advised.
* **References**

**Final Ethics Paper**: You will write a paper on any topic within “Psychology and Ethics”, broadly defined. As such, your paper can examine psychology and ethics in relation to science or research, practice, education, public interest, social justice, the theory of ethics, etc. **Remember, this paper must take an ethical lens – you should be arguing something within the ethical landscape of psychology!** The paper should be a minimum of 12 pages in length (typed, double-spaced, including title page, references, and tables) and should not exceed 25 pages. **Not later than the 8th week of class, each student should have met with the instructor to discuss the paper topic and direction**. Although the paper may be a literature review of a particular aspect of ethics, **contributions that are more original 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.* Although you may certainly use the ethics codes of other organizations to inform yourself or to make comparisons to the APA Ethics code, the APA Code is the Code to which you are bound and as such it is the APA code that should be used for your final paper.

**Overall Course Evaluation**:

Quizzes 4@5pts each, lowest quiz grade dropped) 20 Points

Controversial Article Presentation 10 Points

Midterm Case Exam 20 Points

Interesting Idea Assignment 5 Points

Group Case Presentation 20 points

Final Ethics Paper 25 Points

**Total 100 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

B 80 – 89 points

C 70 – 79 points

D 60 – 69 points

F < 60 points

**8. Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by the start of class on the day assignments are due. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. Additionally, makeup quizzes are not available except in the case of excused University absences. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency. In cases of exemption, papers or exams turned in late are typically deducted 10 points (out of 100) per day late.

Attendance Policy: Attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **Students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

**\*COVID-19 Addendum\*** During Fall 2020 in the midst of the COVID-19 pandemic, this course will taught in a Blended format. This means that some classes will happen in person, while others will happen online. Your instructor will inform you of any and all in person classes ahead of schedule. For this class, you will NEVER BE COMPELLED to attend class in person. Each in person class will be streamed live so that students may opt to attend online. In-person and online attendance will be treated the same. Students should make decisions best for their own personal health and safety.

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case, shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. 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 APA. This document should be downloaded from the APA website. Students should also carefully read Program Policies (see link in Reading Appendix). Students are responsible for being familiar with and following the Program Policies (that is, policies published by the Program in addition to university policies).

Office Hours: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a practicum course designed to teach knowledge and skills related to psychotherapy through the direct provision of supervised psychotherapy services, only students enrolled in the counseling psychology doctoral programs are eligible to take this course.

**Reading Appendix**

This reading appendix is organized by course schedule week. Additionally, relevant websites, resources, and other things not required for the course are located at the end. Note that many of these resources may be helpful in the Final Ethics Paper for this course. It may be helpful to utilize the “find” function with the word document when searching for specific resources within this Appendix.

**Required Readings**

**Week 1:**

* 2020-2021 Counseling Psychology Student Handbook
* Student Grievance Policies: <https://sites.auburn.edu/admin/universitypolicies/Policies/StudentAcademicGrievancePolicy.pdf>

**Week 2:**

* (Introduction – Section 1): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* Heiby, E. M., DeLeon, P. H.., & Anderson, T. (2004). A debate on prescription privileges for psychologists. P*rofessional Psychology: Research & Practice, 35*, 336-344.
* Norcross, J. C. & Farber, B. A. (2005). Choosing psychotherapy as a career: Beyond I want to help people. *Journal of Clinical Psychology*, *61*, 939-943, DOI: 10.1002/jclp.20115
* Wise, E.H., Sturm, C.A., Nutt, R.L., Rodolfa, E., Schaffer, J.B, & Webb, C. (2010). Life-long learning for psychologists: Current status and a vision for the future. *Professional Psychology: Research and Practice, 41(4)* 288-297

**Week 3:**

* (Section 2-4): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* APA Presidential Task Force on Evidence-Based Practice. Evidence-based practice in psychology. *American Psychologist* (May, 2006), 61, 271-285
* Overholser, J.C. (2015). Training the scientist-practitioner in the twenty-first-century: A risk benefit analysis. *Counseling Psychology Quarterly, 28*, 220-234.
* Wampold, B. E. (2003). Bashing positivism and reversing a medical model under the guise of evidence, *The Counseling Psychologist, 31,* 539-545.
* How would we know if psychotherapy were harmful? (S. Dimidjian & S. D. Hollon, 2010, *American Psychologist, 65(1*), 21-33);
* McCloskey, M.S., Deffenbacher, J.L., Noblett, K.L….. Coccaro, E.F. (2008). Cognitive-Behavioral Therapy for Intermittent Explosive Disorder: A Pilot randomized clinical trial. *Journal of Consulting & Clinical Psychology, 76,* 876-886.
* Scheel, M. & Stabb, S., Cohn, T., Duan, C., & Sauer, E. (2018). Counseling Psychology Model Training Program. The Counseling Psychologist. 46. 6-49. 10.1177/0011000018755512.

**Week 4:**

* (Section 5-7): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* M Beer, Amanda & Spanierman, Lisa & Greene, Jennifer & Todd, Nathan. (2011). Counseling Psychology Trainees' Perceptions of Training and Commitments to Social Justice. Journal of counseling psychology. 59. 120-33. 10.1037/a0026325
* Hunter, E. Hanks, M., Holman, A., Curry, D., Bvunzawabaya, B., Jones, B. & Abdullah, Tahirah. (2020). The hurdles are high: Women of color leaders in counseling psychology. Journal of Counseling Psychology. 10.1037/cou0000526
* Sue, D. W. (2015). Therapeutic Harm and Cultural Oppression. The Counseling Psychologist, 43(3), 359–369. https://doi.org/10.1177/0011000014565713
* Vasquez, M. J. T. (2012). Psychology and social justice: Why we do what we do. American Psychologist, 67(5), 337-346. [http://dx.doi.org/10.1037/a0029232](https://psycnet.apa.org/doi/10.1037/a0029232)

**Week 5:**

* (Section 8-10): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* Review the guidelines of the following (you do not have to read the introductions or commentary etc. just the guidelines):
  + APA “Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change,” : http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx
  + Guidelines for psychotherapy with lesbian, gay, and bisexual clients;” (2011) http://www.apa.org/pi/lgbt/resources/guidelines.aspx
  + Guidelines for Psychological Practice with Transgender and Gender Nonconforming People <http://www.apa.org/practice/guidelines/transgender.pdf>
* Haidt, J., and Jussim, L. (2016). Psychological science and viewpoint diversity. *Observer.* <https://www.psychologicalscience.org/observer/psychological-science-and-viewpoint-diversity>
* Lewis, J. A., Mendenhall, R., Harwood, S. A., & Browne Huntt, M. (2016). “Ain’t I a Woman?”: Perceived Gendered Racial Microaggressions Experienced by Black Women. The Counseling Psychologist, 44(5), 758–780. <https://doi.org/10.1177/0011000016641193>
* Pope, K. S. (2005). Disability and Accessibility in Psychology: Three Major Barriers. Ethics & Behavior, 15(2), 103-106. [http://dx.doi.org/10.1207/s15327019eb1502\_1](https://psycnet.apa.org/doi/10.1207/s15327019eb1502_1)

**Week 6:**

* Heesacker, M., & Swan, L. K. (2014). Let a hundred flowers blossom: Say no to hegemonic applied psychology. Training and Education in Professional Psychology, 8(1), 38-42. [http://dx.doi.org/10.1037/tep0000026](https://psycnet.apa.org/doi/10.1037/tep0000026)
* Norcross, J. C., & Wampold, B. E. (2019). Relationships and responsiveness in the psychological treatment of trauma: The tragedy of the APA Clinical Practice Guideline. Psychotherapy, 56(3), 391-399. [http://dx.doi.org/10.1037/pst0000228](https://psycnet.apa.org/doi/10.1037/pst0000228) (This article is referring to the ptsd-guidelines below)
* Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The Consumer Reports study. American Psychologist, 50(12), 965-974. [http://dx.doi.org/10.1037/0003-066X.50.12.965](https://psycnet.apa.org/doi/10.1037/0003-066X.50.12.965)
* <https://www.apa.org/ptsd-guideline/ptsd.pdf>
* <https://www.apa.org/monitor/2017/07-08/psychology-students>
* <https://www.apa.org/monitor/jan03/10ways>

**Week 7:**

* Frame M., & Williams, C. (2005). A model of ethical decision making from a multicultural perspective. Counseling and Values, 49 (2005), pp. 165-179
* Johnson, W. B., & Campbell, C. D. (2004). Character and Fitness Requirements for Professional Psychologists: Training Directors' Perspectives. Professional Psychology: Research and Practice, 35(4), 405-411. [http://dx.doi.org/10.1037/0735-7028.35.4.405](https://psycnet.apa.org/doi/10.1037/0735-7028.35.4.405)
* 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. [http://dx.doi.org/10.1037/0735-7028.38.6.660](https://psycnet.apa.org/doi/10.1037/0735-7028.38.6.660)
* Pipes, R. B., Holstein, J. E., & Aguirre, M. G. (2005). Examining the Personal-Professional Distinction: Ethics Codes and the Difficulty of Drawing a Boundary. American Psychologist, 60(4), 325-334. [http://dx.doi.org/10.1037/0003-066X.60.4.325](https://psycnet.apa.org/doi/10.1037/0003-066X.60.4.325)
* Shen-Miller, David & Schwartz-Mette, Rebecca & Van Sickle, Kristi & Jacobs, Sue & Grus, Catherine & Hunter, Evelyn & Forrest, Linda. (2014). Professional Competence Problems in Training: A Qualitative Investigation of Trainee Perspectives. Training and Education in Professional Psychology. 9. 10.1037/tep0000072.

**Week 8:**

* APA Hoffman Report: <https://www.apa.org/independent-review/>
* Seligman M. (2018). The Hoffman report, the Central Intelligence Agency, and the defense of the nation: A personal view. *Health psychology open*, *5*(2), 2055102918796192. doi:10.1177/2055102918796192

**Week 9:**

* Harerimana, B., Forchuk, C., & O’Regan, T. (2019). The use of technology for mental healthcare delivery among older adults with depressive symptoms: A systematic literature review. *International Journal of Mental Health Nursing*, *28*(3), 657–670. https://doi.org/10.1111/inm.12571
* Gómez, I., Flujas-Contreras, J. M., Ruiz-Castañeda, D., & Castilla, D. (2019). A Virtual Reality–Based Psychological Treatment in Long-Term Hospitalization: A Case Study. *Clinical Case Studies*, *18*(1), 3–17. <https://doi.org/10.1177/1534650118799196>
* Guidelines for the practice of telepsychology. (2013). *American Psychologist*, *68*(9), 791–800. <https://doi.org/10.1037/a0035001>
* Informed consent and APAs new Ethics Code: Enhancing client autonomy, improving client care. <https://www.apa.org/monitor/jun04/ethics>
* To Swipe or Not to Swipe: <https://societyforpsychotherapy.org/to-swipe-or-not-to-swipe-contemplating-mental-health-professionals-use-of-online-dating-services/>
* Cooper, S. E., Campbell, L. F., & Smucker Barnwell, S. (2019). Telepsychology: A Primer for Counseling Psychologists. *The Counseling Psychologist*, *47*(8), 1074–1114. <https://doi.org/10.1177/0011000019895276>

**Week 10:**

* Bersoff, Donald. (2014). Protecting Victims of Violent Patients While Protecting Confidentiality. The American psychologist. 69. 461-467. 10.1037/a0037198.
* DeBell, C., & Jones, R. D. (1997). Privileged communication at last? An overview of Jaffee v. Redmond. Professional Psychology: Research and Practice, 28(6), 559-566. [http://dx.doi.org/10.1037/0735-7028.28.6.559](https://psycnet.apa.org/doi/10.1037/0735-7028.28.6.559)
* Devereaux, R. L., & Gottlieb, M. C. (2012). Record keeping in the cloud: Ethical considerations. Professional Psychology: Research and Practice, 43(6), 627-632. [http://dx.doi.org/10.1037/a0028268](https://psycnet.apa.org/doi/10.1037/a0028268)
* 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. [http://dx.doi.org/10.1037/a0019001](https://psycnet.apa.org/doi/10.1037/a0019001)

**Week 11:**

* Kolmes, K., & Taube, D. O. (2016). Client discovery of psychotherapist personal information online. Professional Psychology: Research and Practice, 47(2), 147-154. [http://dx.doi.org/10.1037/pro0000065](https://psycnet.apa.org/doi/10.1037/pro0000065)
* Younggren, J. N., & Gottlieb, M. C. (2004). Managing risk when contemplating multiple relationships. Professional Psychology: Research and Practice, 35(3), 255-260. [http://dx.doi.org/10.1037/0735-7028.35.3.255](https://psycnet.apa.org/doi/10.1037/0735-7028.35.3.255)
* Smith, R. D., Holmberg, J., & Cornish, J. E. (2019). Psychotherapy in the #MeToo era: Ethical issues. Psychotherapy, 56(4), 483–490. [https://doi.org/10.1037/pst0000262](https://psycnet.apa.org/doi/10.1037/pst0000262)
* Zakrzewski, R. F. (2006). A national survey of American Psychological Association student affiliates' involvement and ethical training in psychology educator-student sexual relationships. Professional Psychology: Research and Practice, 37(6), 724-730. [http://dx.doi.org/10.1037/0735-7028.37.6.724](https://psycnet.apa.org/doi/10.1037/0735-7028.37.6.724)

**Week 12:**

* Crook, L.S. & Dean, M.C. (1999) "Lost in a Shopping Mall"--A Breach of Professional Ethics, Ethics & Behavior, 9:1, 39-50, DOI: [10.1207/s15327019eb0901\_3](https://doi.org/10.1207/s15327019eb0901_3)
* Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. Journal of Counseling Psychology, 52(2), 146-155. [http://dx.doi.org/10.1037/0022-0167.52.2.146](https://psycnet.apa.org/doi/10.1037/0022-0167.52.2.146)
* Teitcher, J. E. F., Bockting, W. O., Bauermeister, J. A., Hoefer, C. J., Miner, M. H., & Klitzman, R. L. (2015). Detecting, Preventing, and Responding to “Fraudsters” in Internet Research: Ethics and Tradeoffs. The Journal of Law, Medicine & Ethics, 43(1), 116–133. <https://doi.org/10.1111/jlme.12200>

**Week 13:**

* Barnett, J. E., Erickson Cornish, J. 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. <https://doi.org/10.1037/0735-7028.38.3.268>
* Duch, M. F. (2017). A girl in the “boys” club’: supervision, narrative ideas, ethics and intersectionality. *Journal of Family Therapy*, *39*(3), 478–491.
* Morse, Gayle Skawennio Ph.D. and Blume, Art W. Ph.D. (2013) "Does the American Psychological Association’s Code of Ethics work for us?," Journal of Indigenous Research: Vol. 3 : Iss. 1 , Article 2. <https://doi.org/10.1111/1467-6427.12179>
* SIP Ethical Commentary (see Canvas)

**Week 14: No Readings.** Revisit Self-Care Goals for Semester

**Relevant Resources**

**Society of Counseling Psychology** (Division 17 of APA): [www.div17.org/](http://www.div17.org/)

**Student Affiliates of Seventeen** (Student organization affiliated with Division 17): <http://www.div17.org/students/student-affiliates-of-17-sas/>

**American Psychological Society:**  <http://www.psychologicalscience.org/about/links.cfm>

**Association of State and Provincial Psychology Boards**: <http://www.asppb.org/>

**CCPTP** (Council of Counseling Psychology Training Programs): <http://www.ccptp.org/>

**Guidelines and Related Documents:**

***Report of the APA Task Force on Appropriate Therapeutic Responses to Sexual Orientation*:** <http://www.apa.org/pi/lgbt/resources/sexual-orientation.aspx>

***Practice Guidelines for LGB Clients: Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients:*** <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

***APA Guidelines for Psychological Practice with Transgender and Gender Nonconforming People:*** <http://www.apa.org/practice/guidelines/transgender.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>

***Guidelines for Psychological Practice with Girls and******Women:*** <http://www.apa.org/practice/guidelines/girls-and-women.aspx>

***Guidelines for Assessment of and Intervention with Persons with Disabilities*:** <http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx?__utma=7359970.1063821488.1331240016.1345162264.1345234074.16&__utmb=7359970.10.10.1345234074&__utmc=7359970&__utmx=-&__utmz=7359970.1345162264.15.7.utmcsr=google|utmccn=(organic)|utmcmd=organic|utmctr=american%20psychological%20association&__utmv=-&__utmk=77233747>

***Guidelines for Nonhandicapping Language in APA Journals*:** <http://www.apastyle.org/manual/related/nonhandicapping-language.aspx?__utma=12968039.1063821488.1331240016.1345162264.1345234074.16&__utmb=12968039.21.10.1345234074&__utmc=12968039&__utmx=-&__utmz=12968039.1345162264.15.7.utmcsr=google|utmccn=(organic)|utmcmd=organic|utmctr=american%20psychological%20association&__utmv=-&__utmk=125589642>

***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>

***Guidelines for Psychological Practice with Older Adults*:** <http://www.apa.org/practice/guidelines/older-adults.pdf>

***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>

***End of Life Issues and Ca***re: <http://www.apa.org/pi/aids/programs/eol/index.aspx>

***Competency Benchmarks in Professional Psycholog***y (2011): <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>