**COUN 8530**

Contemporary Issues in Counseling Psychology

***Fall 2024***

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

**College of Education**

Instructor Information:

**Evelyn Hunter, Ph.D.**

**Associate Professor**

**2064 Haley Center**

**eac0006@auburn.edu**

**334-844-7608**

Office Hours: By appointment

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**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: Mondays 12:30-3:20pm in Haley Center 2011**

**Office Hours: Follow this link to schedule a meeting:** [**https://aub.ie/evelyn-hunter**](https://aub.ie/evelyn-hunter)

**2. Date Syllabus Prepared:** Aug 2024

**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>

**Required Resources:**

* Ethical Lens Inventory

As a component of our course, you will be using a product called The Ethical Lens Inventory. Please read and follow the instructions below to register to complete your assignment. If you have questions or encounter a problem, please contact the GameMaster at [Gamemaster@ethicsgame.com](mailto:Gamemaster@ethicsgame.com) or call 1-888-248-6974.

Class Code: M8SCKN

# Registration steps:

1. Go to <https://ethicsgame.com/exec/site/login.html>
2. If you **do** have an EthicsGame account, use the “Login to your account” box.
3. If you **do not** have an EthicsGame account, enter the above Class Code in the “Create an account” box and click ***Submit.***
4. Verify your registration and click ***Proceed.***
5. Follow the steps to create your account.

**Relevant Resources:**

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

APA Ethics Office Resources: <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. (2011). *Ethics in psychotherapy and counseling: A practical guide*. Hoboken, NJ:

Welfel, E. R. (2016). *Ethics in counseling and psychotherapy* (6th 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 19 | **Intro to Ethics/Professional Issues.** Review Syllabus. AU COP & “Unpacking Our Bags” – An Ode to Dr. Pipes. Managing Self-Care. |  |  |
| 2 | Aug 26 | **Learn Yourself/Learn COP**. Ethical Genogram. Professional Identity (& turf wars). Life-long Learning. Areas of Practice. | Week 2 Readings | **Ethical Lens Inventory**  **Practice Reading Quiz (not for credit)** |
| 3 | Sept 2 | Happy Labor Day. No Class. |  |  |
| 4 | Sept 9 | **Understanding Ethical Decision Making.** Ethics Code. Ethical Decision-Making Models. Training Models. | Week 4 Readings |  |
| 5 | Sept 16 | **Ethical Decision Making in Practice.** Resolving ethical issues, How the APA Ethics Committee works; Problems in Competency. | Week 5 Readings |  |
| 6 | Sept 23 | **Ethics & Multiculturalism.** Multicultural Issues in COP. | Week 6 Readings |  |
| 7 | Sept 30 | **Ethics & Advocacy**. Social Justice & Advocacy. SIP Ethical Perspectives. | Week 7 Readings | Last week to Meet Dr. Hunter re: Ethics Paper |
| 8 | Oct 7 | **Treatment Outcomes and Ethics**. RCTs, EBTs, Psychotherapy Outcomes & Evaluations in Practice (vs txt evaluation). **Controversial Articles.** | Week 8 Readings | **Controversial Article Presentation**  **Ethics Paper Topic Due** |
| 9 | Oct 14 | **Ethics in Therapy**. Privacy/Confidentiality; Multiple Role Relationships Consent in Psychotherapy.  **Case Presentations Assigned.** | Week 9 Readings |  |
| 10 | Oct 21 | **Organizational Decision Making.** The Hoffman Report. Organizational Decision-Making Models. | Week 10 Readings | **Midterm Examination Assigned.** |
| 11 | Oct 28 | **Emerging Issues in Ethics.** Ethics Code Task Force and Updated Ethics Code. Guidelines. | Week 11 Readings | **Midterm Examination Due on CANVAS** |
| 12 | Nov 4 | **Emerging Issues in Ethics.** Neuroethics (Deep Brain Stimulation, Psychedelic and Ketamine therapies). Prescription Privileges. | Week 12 Readings |  |
| 13 | Nov 11 | **Technology and Ethics.** Telehealth and Emerging Technology (e.g., AI). | Week 13 Readings | **Guideline Discussion Due** |
| 14 | Nov 18 | Revisit First Day (Goals & Self-Care)  **Case Presentation in Class** |  |  |
| 15 | Nov 25 | Thanksgiving. No Class |  |  |
| 16 | Dec 2 | No Class. |  | **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. 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 a 10-15 minute 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.**

**Guideline Discussion**: Choose one of the APA Clinical or Professional Practice Guidelines (see Appendix) that relate to an area of interest for you. Come prepared to briefly present the guideline and lead a 5-10 minute discussion.

**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).

**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 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 primarily used for your final paper. I will recommend exceptionally high-quality papers for submission to the APA Graduate Student Ethics Award Competition: <https://www.apa.org/about/awards/ethics-grad>.

**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, you and 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

* **Ethics Note*:*** Case study components should begin with the following Ethics note:*It is unethical to diagnose or offer a clinical assessment of someone in the public arena without a) clinically informed treatment and/or assessment of the person, and B) informed consent and release of information authorization to share results of that assessment from said person. This exercise is class-based and meant to mimic ethical consultation on real-life clients. This presentation is not based on confirmed personal details and should not be considered an accurate assessment of any public figure(s) within.*
* **Review of the Case (**Include Client Background / Presenting Problem/ Biopsychosocial history**): 1point**
  + The case vignette will be provided to you, but should be included 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**

**Overall Course Evaluation**:

Ethical Lens Inventory 2 Points

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

Controversial Article Presentation 7 Points

Guideline Discussion 3 Points

Midterm Case Exam 20 Points

Group Case Presentation 20 Points

Ethics Paper Topic 3 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% 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\*** Though masks are not required for in-person classes, social distancing should be utilized in seating arrangements. **Additionally, YOU SHOULD NOT COME TO CLASS SICK.** Your instructor will inform you of any and all changes to classes ahead of schedule. For this class, you will NEVER BE COMPELLED to attend class in person. If necessary, in person classes 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 accommodation through the Office of Accessibility, but need accommodation, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). Please inform me of an pending accommodation approvals.

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. 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. The best way to schedule an appointment is online via [**https://aub.ie/evelyn-hunter**](https://aub.ie/evelyn-hunter). However, you may also see may after class, utilize campus, 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 course designed to teach knowledge and skills related to ethics and professional issues in counseling psychololgy, 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:**

* Review Syllabus and Organize your Study Calendar

**Week 2:**

* Counseling Psychology Student Handbook
* Student Grievance Policies: <https://auburn.edu/academic/provost/academic-grievances/policies-and-procedures/academic-grievance/>
* (Introduction – Section 1): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* 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 4:**

* (Section 2-4): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* Frame M., & Williams, C. (2005). A model of ethical decision making from a multicultural perspective. Counseling and Values, 49 (2005), pp. 165-179
* 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)
* Overholser, J.C. (2015). Training the scientist-practitioner in the twenty-first-century: A risk benefit analysis. *Counseling Psychology Quarterly, 28*, 220-234.
* 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 5:**

* (Section 5-7): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* 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)
* 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 6:**

* (Section 8-10): *Ethical Principles of Psychologists and Code of Conduct:* <http://www.apa.org/ethics/code/index.aspx>
* 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>
* Matsuno, E., & Israel, T. (2018). Psychological interventions promoting resilience among transgender individuals: Transgender resilience intervention model (TRIM). The Counseling Psychologist, 46(5), 632–655. <https://doi-org.spot.lib.auburn.edu/10.1177/0011000018787261>
* 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 7:**

* SIP Ethical Commentary (see Canvas)
* 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
* 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>
* 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 8:**

* APA Presidential Task Force on Evidence-Based Practice. Evidence-based practice in psychology. *American Psychologist* (May, 2006), 61, 271-285
* 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)
* Wampold, B. E. (2003). Bashing positivism and reversing a medical model under the guise of evidence, *The Counseling Psychologist, 31,* 539-545.
* <https://www.apa.org/ptsd-guideline/ptsd.pdf>

**Week 9:**

* 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)
* 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)
* Sue, D. W. (2015). Therapeutic Harm and Cultural Oppression. The Counseling Psychologist, 43(3), 359–369. <https://doi.org/10.1177/0011000014565713>
* <https://www.apa.org/monitor/2017/07-08/psychology-students>

**Week 10:**

* 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 11:**

* Ethics Code Revision Public Comment Period (see Canvas)
* 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>

**Week 12:**

* Brennan, W., Jackson, M. A., MacLean, K., & Ponterotto, J. G. (2021). A qualitative exploration of relational ethical challenges and practices in psychedelic healing. *Journal of Humanistic Psychology, 0*(0). <https://doi.org/10.1177/00221678211045265>
* Fins JJ, Schlaepfer TE, Nuttin B, Kubu CS, Galert T, Sturm V, Merkel R, Mayberg HS. (2011). Ethical guidance for the management of conflicts of interest for researchers, engineers and clinicians engaged in the development of therapeutic deep brain stimulation. J Neural Eng.;8(3):033001.
* Heiby, E. M., DeLeon, P. H.., & Anderson, T. (2004). A debate on prescription privileges for psychologists. P*rofessional Psychology: Research & Practice, 35*, 336-344.
* Pilecki, B., Luoma, J. B., Bathje, G. J., Rhea, J., & Narloch, V. F. (2021). Ethical and legal issues in psychedelic harm reduction and integration therapy. *Harm reduction journal*, *18*(1), 40. <https://doi.org/10.1186/s12954-021-00489-1>
* Williams, M. T., Reed, S., & George, J. (2020). Culture and psychedelic psychotherapy: Ethnic and racial themes from three Black women therapists. *Journal of Psychedelic Studies, 4*(3), 125–138. [https://doi.org/10.1556/2054.2020.00137](https://psycnet.apa.org/doi/10.1556/2054.2020.00137)

**Week 13:**

* 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>
* Glaser, N. (2023). Exploring the potential of chatgpt as an educational technology: An emerging technology report. Technology, Knowledge and Learning: Learning Mathematics, Science and the Arts in the Context of Digital Technologies. https://doiorg.paloaltou.idm.oclc.org/10.1007/s10758-023-09684-4
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* <https://www.nytimes.com/2024/08/07/health/gamers-twitch-mental-health.html>

**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/>

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

**APA GUIDELINES**

<https://www.apa.org/practice/guidelines>

*\*Note\* Guidelines are considered expired by APA 10 years after development*

**APA Clinical Practice Guidelines**

These provide specific recommendations about treatment and clinical matters for particular disorders and conditions.

* [Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder](https://www.apa.org/ptsd-guideline)
* [Clinical Practice Guideline for the Treatment of Obesity and Overweight in Children and Adolescents](https://www.apa.org/obesity-guideline)
* [Clinical Practice Guideline for the Treatment of Depression Across Three Age Cohorts](https://www.apa.org/depression-guideline)

**APA Professional Practice Guidelines**

These guidelines address psychological practice with particular populations (e.g., older adults) or in particular areas (e.g., parenting coordination) without focusing on specific disorders or treatments.

* [APA Guidelines for Child Custody Evaluations in Family Law Proceedings (PDF, 1MB)](https://www.apa.org/about/policy/child-custody-evaluations.pdf)  
  [APA Guidelines on Evidence-Based Psychological Practice in Health Care (PDF, 331KB)](https://www.apa.org/about/policy/psychological-practice-health-care.pdf)
* [APA Professional Practice Guidelines for Operational Psychology (PDF, 834KB)](https://www.apa.org/about/policy/operational-psychology.pdf)
* [Professional Practice Guidelines for Psychological Practice with Boys and Men (PDF, 444KB)](https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf)
* [Professional Practice Guidelines for Psychological Practice with Girls and Women (PDF, 497KB)](https://www.apa.org/about/policy/psychological-practice-girls-women.pdf)
* [Professional Practice Guidelines for Occupationally Mandated Psychological Evaluations](https://www.apa.org/practice/guidelines/psychological-evaluations)
* [Professional Practice Guidelines for Integrating the Role of Work and Career Into Psychological Practice](https://www.apa.org/practice/guidelines/role-work-career)
* [Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (PDF, 617KB)](https://www.apa.org/practice/guidelines/transgender.pdf)
* [Guidelines for Prevention in Psychology (PDF, 142KB)](https://www.apa.org/pubs/journals/features/amp-a0034569.pdf)
* [Guidelines for the Practice of Telepsychology](https://www.apa.org/practice/guidelines/telepsychology)
* [Specialty Guidelines for Forensic Psychology](https://www.apa.org/practice/guidelines/forensic-psychology)
* [Guidelines for the Practice of Parenting Coordination](https://www.apa.org/practice/guidelines/parenting-coordination)
* [Guidelines for Psychological Practice with Military Service Members, Veterans, and Their Families (PDF, 1.1MB)](https://www.apa.org/about/policy/guidelines-military-service-members-veterans-families.pdf)
* [Guidelines for Psychological Practice with Older Adults](https://www.apa.org/practice/guidelines/older-adults)
* [Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017](https://www.apa.org/about/policy/multicultural-guidelines)
* [Guidelines for Psychological Evaluations in Child Protection Matters](https://www.apa.org/practice/guidelines/child-protection)
* [Guidelines for Psychological Practice in Health Care Delivery Systems](https://www.apa.org/practice/guidelines/delivery-systems)
* [APA Guidelines for Psychological Assessment and Evaluation (PDF, 660KB)](https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf)
* [Guidelines for Psychological Practice with Sexual Minority Persons](https://www.apa.org/about/policy/psychological-sexual-minority-persons.pdf)
* [Guidelines for Assessment of and Intervention With Persons With Disabilities](https://www.apa.org/pi/disability/resources/assessment-disabilities)
* [Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change (PDF, 488KB)](https://www.apa.org/practice/guidelines/guidelines-dementia-age-related-cognitive-change.pdf)
* [Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization](https://www.apa.org/about/policy/summary-guidelines-low-income)