Professional, Ethical, and Legal Issues in Counseling Psychology
Fall 2019, Wednesdays 8:30-11:30
Amanda Lawson-Ross, Ph.D.
Office: Psychology Building 246
Phone: (352) 871-1770 E-mail: adross@ufl.edu

OFFICE HOURS AND COMMUNICATION
Mondays 1:00 – 3:00 p.m. and other times by appointment via appointment. Email is the best way to contact me and you can typically expect a response from me within 2 business days. If I contact you via email, please do your best to respond to me within two business days. I will upload documents and resources to canvas and/or email them. Please let me know if you have any trouble accessing any of the resources.

A BIT ABOUT ME AND THIS COURSE
I am a licensed psychologist and have encountered a number of ethical issues throughout graduate school and my time in practice. I have appreciated having peers and supervisors I could consult with and getting a solid foundation in how to navigate ethical concerns. I hope to use this course to help you build your foundation so that you can develop more comfort with ambiguity, navigate ethical dilemmas well, and embody the values of counseling psychology.

COURSE DESCRIPTION
Psychologists encounter difficult ethical situations on a regular basis. I want you to be prepared to navigate the often gray and murky ethical waters you’ll encounter in your career. This course will introduce you to current issues in the professional identity, training, and practice of counseling psychology. We will discuss ethical principles and critical theory and will explore and articulate values and assumptions implicit within various aspects of professional practice. We will discuss real-life case examples of difficult ethical situations and may have guest speakers talk about what they encounter in their various roles. We will examine current professional issues that affect the practice and training of psychologists, such as the role of psychology in a just society, the business of psychology and the use of technology in professional practice. We will use the Ethical Principles of Psychologists and Code of Conduct (APA, 2002) as a framework to explore ethical and legal issues commonly encountered in the exercise of our professional responsibilities as clinicians, teachers, supervisors, and researchers. My hope and expectation are that you will gain critical thinking skills in order to become a reflective practitioner of counseling psychology in diverse settings.
<table>
<thead>
<tr>
<th>GOAL</th>
<th>Why</th>
<th>How</th>
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<tbody>
<tr>
<td>1. To familiarize yourself with the ethical standards of the psychology profession</td>
<td>Ethical standards provide a foundation to support you in making thoughtful ethical decisions.</td>
<td>You will read the text, articles, APA guidelines, watch videos, etc., discuss in class.</td>
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<tr>
<td>2. To develop your ability to think critically and navigate ethical dilemmas in order to make ethical decisions</td>
<td>Critical thinking will help prepare you to handle difficult situations as they arise at any point in your career.</td>
<td>You will discuss case examples, practice EPPP questions, do a case analysis and “real-life” scenario, and do a final qualifying exam question.</td>
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<tr>
<td>3. To expose you to the professional literature addressing contemporary legal, ethical, and professional issues in psychology</td>
<td>The literature provides a guide to help you make sound ethical decisions.</td>
<td>You will do a presentation on an ethical concern and incorporate relevant literature.</td>
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<tr>
<td>4. To introduce you to the principles of critical psychology so you can examine your professional and personal roles in society</td>
<td>Knowing who you are, and your role in the world help you make thoughtful ethical decisions.</td>
<td>You will self-reflect throughout the semester and will write a values snapshot paper.</td>
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COURSE RESOURCES


Florida State Board of Psychology [https://floridaspsychology.gov/](https://floridaspsychology.gov/)

Supplemental articles are indicated in the syllabus and are available on-line in full text.

We will use computers in class. Please bring your laptop to each class. Let me know if you have any questions.

COURSE REQUIREMENTS

**Class Participation (Goals 1,2,3,4)**

I won’t know how you’re thinking about the course material unless you participate. You are expected to participate actively and respectfully in class discussion and demonstrate knowledge of course materials. We will be discussing controversial and sensitive topics. I expect both courage and respect from myself and from you. Remember that we are all entitled to our opinions and we are all lifelong learners. Please feel free to speak with me privately if there is anything that concerns you or is impeding your ability to participate. Please read (at least skim) assigned readings ahead of class in preparation for the class meeting for which they have been scheduled. Attendance is also necessary for class participation. I will provide you with a rubric to support productive class discussion.

**Values Snapshot Paper (Goal 4)  
Due: Sep 11**

You will answer a series of questions that will help you to examine your role as a person and professional within this society. You will write a 3-5-page paper “taking a snapshot” of your values and how they will inform your work as a professional psychologist. This assignment is to be completed on your own.
**Case Analysis (Goals 1, 2, 4)**  
**Due: Various weeks** *

Overview: You will develop a case to illustrate one of the ethical-legal issues we are discussing in class (i.e., Duty to Protect, Boundaries, Technology, Training, Research). You will write the case analysis on your own (you can get help developing your idea) and then lead the class through the steps of an ethical decision-making model (which I will give you). The goal of your discussion is to help your classmates to recognize and understand the critical ethical principles, the dilemma(s) and the potential outcomes of your case. Your job is to help your classmates to thoroughly “think through” the case hopefully to arrive at an ethical resolution. Please upload each part to Canvas or bring a printed version to class on the due date.

**Case Idea**  
**Due: Sept. 25**

The goal here is to develop something that you may encounter in “real life” and describe a scenario that fosters discussion and critical thinking. This part is the introduction to your ethical dilemma. You can create a new dilemma or use a de-identified one that you know of or have experienced. You will be presenting this to the class so only pick a topic you feel comfortable having your peers know about. Your dilemma can be about any aspect of professional psychology (e.g., practice, research, supervision, teaching). It can be very short (1-2 paragraphs) and is just a way for you to start the process. You can also ask other people for ideas. You can adjust your idea at any point before your case analysis presentation. I will provide you feedback about your idea and description prior to your due date for your decision-making model.

**Decision-Making Model and Questions**  
**Due: Oct. 2**

The goal here is to mimic walking through an ethical dilemma on your own before you consult with others. This is the bulk of your case analysis. You will follow this decision-making model: [https://kspope.com/memory/ethics.php](https://kspope.com/memory/ethics.php) and type up your responses to the questions. Consider the Virtue Ethics and APA Code of Ethics in addition to your text and relevant literature. Please make sure you take the APA Multicultural Guidelines into consideration in your write-up. They can be accessed here: [https://www.apa.org/about/policy/multicultural-guidelines.pdf](https://www.apa.org/about/policy/multicultural-guidelines.pdf). Also include 3-4 questions that you have for your presentation to your class to help with the decision-making process. They can be questions you have regarding your case or questions you think may stimulate discussion.

**Case Analysis Presentation**  
**Due: Oct. 9 – Oct. 30**
The goal is to engage in consultation, much as you would in real life. You will bring your case analysis to class and discuss the dilemma, walk through your ethical decision-making process, ask questions, and receive feedback. You can design the discussion in whatever way you think will be more effective (PowerPoint, handouts, etc.). You may want to take notes to incorporate into your conclusion.

**Conclusion**

Due: Nov. 6

The goal is to reflect on the ethical decision-making process, just as you will in real life. What would you decide to do in this situation? What have you learned about yourself as a person and psychologist-in-training? What areas for growth or blind spots did you notice? What strengths did you notice? What did you notice about your boundaries and their relationship with virtue ethics, the ethics code, and feedback from peers? What potential outcomes can you predict? What questions do you still have?

**Presentation (Goal 3)**

Due: Nov. 13 – Dec 4

In order to become acquainted with the professional literature in the field of ethics, you will be responsible for leading the class for a 30 – 40-minute PowerPoint presentation addressing an ethical or professional issue of interest to you. Your presentation will discuss an important, perhaps controversial matter that relates to a contemporary ethical, professional, or legal issue in psychology. Feel free to consult with me regarding your ideas for this presentation. Prepare a 2-3-page handout defining key concepts and references for your colleagues. You can complete this presentation in pairs or on your own. Here is a page with some suggestions on leading a discussion: [https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips](https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips). Here is the UF library’s guide for psychology research resources: [https://guides.uflib.ufl.edu/psychology](https://guides.uflib.ufl.edu/psychology).

**Meeting with Instructor (Goals 2 and 4)**

I’d like to better support your career development and growth as an ethical future psychologist. At some point in the semester we will have a scheduled meeting to discuss your feedback regarding your own progress in the course. We may also address any questions you may have about the course, field of psychology, career-related concerns and how they apply to ethical considerations, and feedback about the course. Feel free to bring any questions you may have.
**Final Exam (Goals 1,2,3,4)**  

You will have a take home 1-question exam—just like a Doctoral Qualifying Exam question. You will write an 8 – 10-page answer, not including references. In this essay you are expected to construct an effective argument and utilize relevant literature. You answer should represent your independent work. Impeccable APA style is expected. Here is a good resource for APA style: [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). I would like for you to set a timer for 4 hours and complete the essay within that time. That way you can get practice for the exam. This assignment must be original work (not repurposed from another class).

**EVALUATION CRITERIA**

Students' grades will be determined by the following scale:

- Class participation: 450 pts
- Values snapshot paper: 125 pts
- Case analysis: 125 pts
- Presentation: 125 pts
- Meeting with Instructor: 50 pts
- Essay Exam: 125 pts

Total = 1000pts

**Grading Policy**

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<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>90.0 - 100.0</td>
<td>A</td>
<td>4.00</td>
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<tr>
<td>87.0 - 89.9</td>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>84.0 - 86.9</td>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>81.0 – 83.9</td>
<td>B</td>
<td>3.00</td>
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**Due: Dec. 11**
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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>GPA</th>
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<tbody>
<tr>
<td>78.0 - 80.9</td>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>75.0 - 79.9</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>72.0 - 74.9</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>69.0 - 71.9</td>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>66.0 - 68.9</td>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>63.0 - 65.9</td>
<td>D</td>
<td>1.00</td>
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<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
<td>0.67</td>
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<tr>
<td>0 - 59.9</td>
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More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

SOCIAL JUSTICE STATEMENT

Our commitment to diversity and social justice means that we will strive to attend to issues of power, privilege, and oppression in this course. In these efforts, we are guided by feminist and multicultural principles summarized by Goodman et al. (2004) as a useful compass for social justice work in counseling psychology. These principles are:

1. Ongoing self-examination, including vigilance regarding power dynamics and the assumptions and values underlying our views, goals, and commitments.
2. Sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups.
3. Amplifying and attending to the voices and experiences of groups and individuals with relatively less power.
4. Consciousness raising by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics.
5. Focusing on people’s strengths and engaging these strengths to address challenges, including working toward social change.
6. Promoting self-determination with the people we work with by developing tools that are informed by the needs and experiences of the constituent communities.
We acknowledge that the vision and principles articulated above are not achieved completely by any individual or training experience. Rather, this vision and the principles guide our shared responsibility for ongoing efforts to enact our commitment to diversity and social justice in our professional work, and specifically this course.

**University Honesty Policy:** "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.

If you do a paper for this class, write it in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly.

It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.

In writing papers, please be careful. Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

**University Grading Policy:** The policy can be accessed at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

**Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course. If you think you may need accommodations, please contact the Disability Resource Center (DRC) as early as possible in the semester so that I can make any necessary adjustments to the course. You can call the DRC at (352) 392-8565 or visit www.dso.ufl.edu/drc/ for more information. They are dedicated to making sure students with various abilities have success at the university. Usually you’ll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you’ll get a letter that you show to me so that I can make the appropriate accommodations. It’s okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

**Attendance**

I expect that you will attend each week. Of course, life happens. If you experience something unforeseen that requires you to miss class, let me know.

**Provision of changes to the syllabus:** The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

**Evaluation of this course:** I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

**Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

**Student Privacy**
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

**Campus Resources:**

*Health and Wellness*

<table>
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<tr>
<th>U Matter, We Care:</th>
<th>If you or a friend is in distress, please contact <a href="mailto:umatter@ufl.edu">umatter@ufl.edu</a> or 352 392-1575 so that a team member can reach out to the student.</th>
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<tr>
<td>Counseling and Wellness Center:</td>
<td><a href="http://www.counseling.ufl.edu/cwc">http://www.counseling.ufl.edu/cwc</a>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.</td>
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<tr>
<td>Sexual Assault Recovery Services (SARS)</td>
<td>Student Health Care Center, 392-1161.</td>
</tr>
<tr>
<td>University Police Department</td>
<td>at 392-1111 (or 9-1-1 for emergencies), or <a href="http://www.police.ufl.edu/">http://www.police.ufl.edu/</a>.</td>
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**Academic Resources**

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<tr>
<th>E-learning technical support,</th>
<th>352-392-4357 (select option 2) or e-mail to <a href="mailto:Learning-support@ufl.edu">Learning-support@ufl.edu</a>. <a href="https://lss.at.ufl.edu/help.shtml">https://lss.at.ufl.edu/help.shtml</a>.</th>
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<tbody>
<tr>
<td>Library Support</td>
<td><a href="http://cms.uflib.ufl.edu/ask">http://cms.uflib.ufl.edu/ask</a>. Various ways to receive assistance with respect to using the libraries or finding resources.</td>
</tr>
<tr>
<td>Teaching Center</td>
<td>Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <a href="https://teachingcenter.ufl.edu/">https://teachingcenter.ufl.edu/</a>.</td>
</tr>
<tr>
<td>Writing Studio, 302 Tigert Hall</td>
<td>846-1138. Help brainstorming, formatting, and writing papers. <a href="https://writing.ufl.edu/writing-studio/">https://writing.ufl.edu/writing-studio/</a>.</td>
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Course Feedback

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.”

Sexual Harassment

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: https://titleix.ufl.edu/. You can also complete a Sexual Harassment Report online (Title IX) at: https://titleix.ufl.edu/title-ix-reporting-form/.

TENTATIVE COURSE SCHEDULE
(Subject to modification with prior notice)
Week 1  Introduction to the Course, Guidelines and Norms
Wed Aug 21  Virtue Ethics

Week 2  Psychology, Psychologists, and Society: Multicultural competence
Wed Aug 28  Psychology, Psychologists, and Society: Values of Psychology

Week 3  Psychology, Psychologists, and Society: Detainee interrogation
Wed Sept 4  Ethical Decision Making

Week 4  Ethical Codes, Florida Law, (Un)Ethical Behaviors
Wed Sept 11  Licensure

Week 5  Prescription Privileges [choose a side for our debate]
Wed Sept 18  Managed Care & HIPPA

Week 6  Professional Liability, Responsibility, and Competence
Wed Sept 25  Informed Consent and Confidentiality

Week 7  Maintaining Confidentiality
Wed Oct 2  Duties to Protect (Tarasoff) *

Supervision*

Case Analysis Decision-Making Model Due

Week 8  Suicide Risk Management
Wed Oct 9  Professional Boundaries (overview)

Case Analyses

Week 9  Professional Boundaries * (sexual relationships)
Wed Oct 16  Professional Boundaries* (non-sexual relationships)
            Case Analyses

Week 10  Psychological Assessment
Wed Oct 23  Technology and Professional Practice--Telehealth
            Case Analyses

Week 11  Technology and Professional Practice—Social Media *
Wed Oct 30  Outreach
            Case Analyses

Week 12  Teaching, Research*
Wed Nov 6  Case Analysis Conclusion and Questions Due

Week 13  Presentations
Wed Nov 13

Week 14  Presentations
Wed Nov 20

Week 15
Wed Nov 27  No Class.  Thanksgiving Holiday!

Week 16  Presentations
Wed Dec 4

Wed Dec 11  Final exam (hard copy) due @ 12pm.
READING ASSIGNMENTS

8/29: Introduction to the Course
Pope & Vasquez: Chapter 1, 2, 8

8/31: Virtue Ethics
Pope & Vasquez: Chapter 9, 10


9/5: Psychology, Psychologists, and Society: Multicultural Competence and Social Justice
Pope & Vasquez: Chapter 23, 26


**9/7: Psychology, Psychologists, and Society: Values of psychology**


Various APA statements: *The Conscience Clause, Serving a Diverse Public*

**9/12: Psychology, Psychologists, and Society: Psychologists involvement in detainee interrogation**

Pope & Vasquez: Appendices A & B


Various APA statements, documents, resolutions about Detainee Interrogation and the Role of Psychologists.

**9/14 Ethical Decision Making**

Pope & Vasquez: Chapter 5 & 17


**9/19: Ethical Codes, Ohio Law, (Un)Ethical Behaviors**

APA Ethical Codes, ABPsi Ethical Codes, SIP Ethical Codes

Pope & Vasquez: Chapter 9, Appendix A

Florida State Board of Psychology. *Florida Psychology Laws and Rules*


9/21: Licensure

* Find the licensure requirements for a state that you might be interested in living

*What is our program’s passing rate for the EPPP?


9/26: Prescription Privileges

*What states currently have prescription privileges?

*Choose a side for our debate.

American Psychological Association. (20). Practice guidelines regarding psychologists’ involvement in pharmacological issues, American Psychologist, 66(9), 835-849


9/28: Managed Care and HIPAA


10/3: Professional Liability, Responsibility, and Competence

Pope & Vasquez: Chapter 12 & 16


**10/5: Informed Consent and Confidentiality**

Pope & Vasquez: Chapter 19 & 24


Ohio State Board of Psychology. *Frequently Asked Questions: Confidentiality of Minors*

**10/10: Maintaining Confidentiality**


**10/12: Duties**

10/17: Suicide Risk Management

Pope & Vasquez: Chapter 25


**10/19: Professional boundaries (Overview)**

Pope & Vasquez: Chapter 22


**10/24 Professional boundaries (sexual relationships)**

Pope & Vasquez: Chapter 21


**10/26: Professional Boundaries (non-sexual relationships)**


**10/31: Assessment**

Pope & Vasquez: Chapter 20
11/2: Technology and Professional Practice (Telehelath)

Pope & Vasquez: Chapter 11


Florida Board of Psychology Telepsychology Rules (2019)

11/7: Technology and Professional Practice (Social Media)


11/9: Training

Pope & Vasquez: Chapter 7

*Bring the program’s policy for dealing with students exhibiting problems of competence*


**11/14: Supervision**

Pope & Vasquez: Chapter 27


**11/16: Research**


**12/8: Psychologists, Psychology, and Society, continued**