

**University of Florida**  
**Department of Psychology**  
**PSY 6930**  
**Professional, Ethical, and Legal Issues in Counseling Psychology**  
**Fall 2024**

Instructor: Yuki Shigemoto, Ph.D.  
Phone: (352) 392-0601  
Class Days/Times: Wednesdays, 12:50PM - 3:50PM  
Office Hours: Wednesdays, 10:00AM - 12:00PM  
Location: PSY 0191  
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**Required Text and Readings**

No required text. Weekly readings will be made available on Canvas and listed in the course schedule.

**Course Description**

Psychologists encounter difficult ethical situations on a regular basis in different areas of their work such as research, activism, and clinical practice. It is important to navigate the often gray and murky ethical waters you will encounter in your career. We will discuss ethical principles, critical theory, and real-life case examples of difficult ethical situations. This course is designed to introduce doctoral students to ethical issues in the field of Counseling Psychology and other applied psychology related to the practice of the many facets of psychology, ethical guidelines, and trends in the profession. Attention will be given to the most recent ethical codes by the American Psychological Association (APA) ethical codes. Issues within psychology regarding multiculturalism, social justice, and liberation are integrated throughout the course.

**Course Objectives**

- 1- Understand and apply the APA Ethical Principles of Psychologists and Code of Conduct
- 2- Help facilitate your critical understanding of the professional literature addressing contemporary legal, ethical, and professional issues in psychology, with an emphasis on issues pertaining to Counseling Psychology.
- 3- Gain awareness and knowledge with respect to issues of sociocultural diversity, and how these issues relate to ethical practice from a culturally appropriate, decolonized, and liberatory stance.
- 4- Apply models of ethical decision-making in navigating ethical dilemmas in order to make ethical decisions

## Grading System

Assignment	Points
1. Participation	10%
2. Reading Questions	20%
3. Discussion leadership	10% x2
4. Research Disaster Presentation	20%
5. Division and Organization Presentation	10%
6. Final Paper (Ethical and Professional Issues Paper)	20%
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TOTAL Points	100%

## Grading Scale

A	≥ 92%
A-	90% to < 92%
B+	88% to < 90%
B	82% to < 88%
B-	80% to < 82%
C+	78% to < 80%

C	72% to <78%
C-	70% to <72%
D+	68% to <70%
D	62% to <68%
D-	60% to <62%
E	< 60%

## Assignment Requirements and Evaluation Criteria

All assignments will be submitted via Canvas on the date indicated by each assignment, **not through email or hard copies**. Course assignments are as follow:

### 1. Participation (10%)

Active participation in class discussions is expected. This course is fundamental to the professional practice of psychology. A critical examination of assigned readings is essential in preparing you for discussion of relevant topics. Thus, most of our class time will be devoted to discussing, readings cases, issues, or your papers. I require class participation to help achieve course goals, and to help motivate you to do the reading.

### 2. Reading Questions (20%)

For each day, you will post a total of 2-3 questions or comments relevant to the readings for that week in the Discussions tab of Canvas (please make it public for everyone to see). These discussion questions are due at 11:59pm on the day before the class. Your questions should demonstrate that you have carefully and thoughtfully read the material. You can integrate the readings with something that you read in the newspaper, something that you studied in another course, or something that happened to you. We have a total of 12 topic areas to cover. However, you do not need to generate questions for the day you are the discussion leader (see below).

### 3. Discussion leadership (10% x 2)

Each student will be expected to lead two class discussions based on the chapter for that day. Discussion leaders are expected to concisely summarize the main points of the assigned chapter and to lead a discussion based on the questions turned in by other students. Discussion leaders should develop a flexible plan for the class sessions. Additionally, you might enhance discussions by extracting broad themes from the articles, or by developing a case example to illustrate the ethical issues covered in the readings. Discussion leaders should move beyond a simple review of the material and stimulate discussion about the issues raised in the articles. Point out potentially different viewpoints,

implications, applications, etc. Grades for discussion leadership will be based on the substance and quality of interaction that takes place among participants during the class session. Don't be afraid to be creative! You can use Videoclips (e.g., Ted talks), You Tube, other media, case studies, etc., to augment discussions. Discussion leaders do not have to generate questions for that day.

#### 4. Research Disaster Presentation (20%)

In pairs, students will sign up for one "research disaster" (see Canvas) and present about: (a) background on the disaster, including what occurred, when, and what the consequences were, (b) what the ethical and legal issues involved in this particular disaster were (can go beyond APA's ethical codes), (c) what modern day research ethics practices and/or procedures were informed by this event(s), and (d) what are current day indications that this research disaster still affects the lives of people today. Be sure to address the demographic characteristics of those affected and provide a commentary on how systemic oppression toward these individuals placed them at risk.

You will give a presentation during class on the indicated date (approx. 40-45 minutes). Your presentation will be uploaded to Canvas by the beginning of the class so we can engage in a meaningful class discussion. List of research disasters to pick from:

- a) Regnerus and same-sex/gender parents (New Family Structures Study)
- b) Watson's Little Albert experiment
- c) Milgram's obedience experiment
- d) Tuskegee Syphilis

5. Division and Organization Presentation (10%). As a professional, it is important for your continued development that you belong to organizations that can aid in your staying up to date and informed regarding pertinent topics in your area of interest. As such, this assignment asks you to identify one (1) division of the American Psychological Association (APA) and one (1) organization outside of the APA that are of professional interest to you and to give a brief presentation on the division and organization to your classmates (approx. 30 minutes total). You must prepare and upload to Canvas a 1-page handout per organization through the Discussion tab so that the entire class has access to it (a PDF version of the handout or any other desired form). The assignment is due by the time class starts.

#### 6. Final Paper (20% points).

The final paper for this course will be an analysis of an ethical issue. Cases study will be given, and you will describe your ethical decision-making process, including ethical dilemma, decision-making factors, and decision options. When consulting literature make sure to think of cultural differences in your approach. The paper should be approximately 8-10 pages (inclusive of reference page) in length and prepared according to the guidelines outlined in the current edition of the publication manual of APA, 7th edition. Be sure to include a minimum of 8 recent (less than 7 years) professional journal articles in your paper as they present the most current information available. The paper should be submitted in Canvas. No abstract is needed for the paper. This paper is due to Canvas by 11:59pm on the due date.

## **Class attendance, make-up exams, and other work**

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## **Late Assignments**

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts.

## **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. It is possible to plagiarize a source even if no full sentences are copied word-for-word. In writing papers, please consult with APA style (7<sup>th</sup> edition). 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."

## **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/](http://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.

## **Evaluation of this course**

I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. 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/>.

## **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**

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

### **Academic Resources**

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

### **COVID-19 Considerations**

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392- 1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through

Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### **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/>.

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings (Uploaded on Canvas)</b>	<b>Assignment Due</b>
<b>1</b>	August 28	Introduction; Overview/Syllabus		
<b>2</b>	September 4	Ethical Codes, Ethical Behaviors (Part 1)	Section 1a	
<b>3</b>	September 11	Ethical Codes, Ethical Behaviors (Part 2) <b>Facilitator:</b>	Section 1b	
<b>4</b>	September 18	Counseling Psychology Values <b>Facilitator:</b>	Section 2	
<b>5</b>	September 25	Ethical Decision Making <b>Facilitator:</b>	Section 3	<b><i>Division and Organization Presentation #1</i></b>
<b>6</b>	October 2	Multicultural Competence <b>Facilitator:</b>	Section 4	<b><i>Division and Organization Presentation #2</i></b>
<b>7</b>	October 9	Privacy and Confidentiality, Telehealth <b>Facilitator:</b>	Section 5	<b><i>Division and Organization Presentation #3</i></b>
<b>8</b>	October 16	Multiple Relationship and Professional Boundaries <b>Facilitator:</b>	Section 6	<b><i>Division and Organization Presentation #4</i></b>
<b>9</b>	October 23	Teaching <b>Facilitator:</b>	Section 7	<b><i>Division and Organization Presentation #5</i></b>
<b>10</b>	October 30	Mentoring and Supervision <b>Facilitator:</b>	Section 8	<b><i>Division and Organization Presentation #6</i></b>
<b>11</b>	November 6	Training <b>Facilitator:</b>	Section 9	<b><i>Research Disaster Presentation #1</i></b>
<b>12</b>	November 13	Research <b>Facilitator:</b>	Section 10	<b><i>Research Disaster Presentation #2</i></b>
<b>13</b>	November 20	Assessment <b>Facilitator:</b>	Section 11	<b><i>Research Disaster Presentation #3</i></b>



<b>14</b>	November 27	<b>No Class</b>		
<b>15</b>	December 4	Wrap-up; Discuss Final Paper		
<b>16</b>	December 11	<b>Final Paper Due</b>		<b><i>Final Paper</i></b>