

Ethical and Professional Issues in Psychology

Psychology 5271: Winter 2017

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Time: Monday 5:30 – 8:30
Room: RB 3023

Objectives

The course is lecture based and designed to provide graduate Learners with an in-depth orientation to the field of ethics and professional practice in psychology. Central to the learning of this course will be an in-depth understanding of the Canadian Code of Ethics for Psychologists, legislation, and standards and guidelines governing psychological practice. Particular attention will be given to the standards and requirements of the College of Psychologists of Ontario.

The goals of this course are to increase ethical awareness and application of an ethical decision making model and the CPA code of ethics to clinical practice and research.

Required Text & Ethics Code

Evans, D. R. (2011). *The Law, Standards of Practice, and Ethics in the Practice of Psychology* (3rd ed.). Carswell: Toronto, Ontario

Canadian Psychological Association (2000). Canadian Code of ethics for psychologists (3rd ed.). Ottawa: author Available for download from www.cpa.ca. See link below:

<http://www.cpa.ca/cpsite/UserFiles/Documents/Canadian%20Code%20of%20Ethics%20for%200Psycho.pdf>

Additional required readings are identified in the course outline for each lecture. Student learners are expected to read the material before class and be prepared to participate in class discussions based on their understanding of the material. Important to your participation will be demonstration of critical thinking, reflection, and insight into the application of ethics and practice standards to everyday professional practice.

Good secondary ethics resources (not required for this course) include the following materials:

1. Truscott, D. & Crook, K. (2013). *Ethics for the Practice of Psychology in Canada (Revised)*. Edmonton: University of Alberta Press.

2. Canadian Psychological Association (2001). *Companion Manual to the Canadian Code of Ethics for Psychologists, Third Edition*. Ottawa: Author.

TCPS 2 (2014): CORE Tutorial

As part of this course, Learners must complete an on-line research ethics tutorial (Tri-council Policy Statement 2 Course on Research Ethics; TCPS2 CORE) designed by the Panel on Research Ethics. The tutorial can be accessed through: <http://tcps2core.ca/welcome>.

The tutorial consists of eight modules focusing on the Tri-council Policy Statement: Ethical Conduct for Research Involving Humans. It takes on average 2-3 hours to complete. Throughout the tutorial there are multiple-choice questions to test learned knowledge, and a certificate of completion is generated at the end of the tutorial.

To demonstrate that you have successfully completed the tutorial, please provide a copy of the certificate of completion (email or print) to the course instructor. Student learners must complete the tutorial by March 20th (the class which covers research ethics).

Course Requirements

Class attendance is mandatory. All Learners are expected to arrive on time for each class and stay for the full duration of the lecture. All cell phones must be turned off and will not be accessed during class time. Failure to attend a class without an extenuating health reason will result in deduction of 5% from the final grade. Medical documentation is required for a missed class. Repeated late arrivals or early departures are not allowed.

Student learners are expected to engage in all academic pursuits with integrity and in an honest manner. Any plagiarism or dishonesty will result in disciplinary action. Substantiation of any unethical behaviour will result in a failing grade.

Professionalism

The approach to this class is one of active and self-directed learning. This ethics course expects participants to take ownership of the material and apply the content to their professional development and identity. As a result, class discussions will have an interactional style with an expectation that Learners are actively seeking to apply the course content to their future clinical practice. Openness and sharing of opinions is an important objective for the class. This active learning process will assist in your professional development and internalization and application of ethical behavior and approach to psychology.

This is the first step in your career as a psychological professional. While you probably see yourself as a student, to faculty and psychologists in the community, some of whom will be your future supervisors and eventual colleagues, you are seen as early stage professionals. This course is foundational to you forming your professional identity and understanding the practice of psychology.

Instructor Availability

I work offsite and do not have an office at Lakehead University. As a result, I do not have regular office hours. Class participants are encouraged to contact me by email whenever needed. I check my emails on a daily basis and will be able to respond in a timely manner. In-person meetings can be arranged on an as-needed basis. I am always flexible and willing to meet before or after class.

Course Evaluation

Course evaluation will consist of the following:

- Ethical vignette summaries 10% each (3 X 10% = 30%)
- Tricky Issues Presentation 15%
- Tricky Issues Paper 20%
- Exam 35%

Three Ethical Vignette Summaries (10% each)

The ethical vignettes summaries are an important component of learning for this course. By working through ethical scenarios, students can begin to internalize the core components of the CPA code, professional practice standards, and the 10-step ethical decision making process. The ethical vignettes can be from a wide range of situations including assessment, intervention, consultation, supervision, research or teaching. The ethical dilemma will be selected by the course instructor and must be completed within a one week time frame.

Each ethical vignette must be completed using an assigned template from the instructor. Learners are expected to provide an explicit description and explanation for their vignette using the 10-step ethical decision making process as outlined by the CPA code.

The ethical vignettes will be assigned on the following dates: **January 16, January 30, and February 27.**

Tricky Issues Presentation (15%)

The “tricky issue” presentation is designed to introduce students to current ethical/professional controversies and debates. There are many possible topics for tricky issues presentations such as those listed below (not meant to be exhaustive). You must get course instructor approval for your topic.

- Nonsexual touch in therapy
- Psychologists and interrogations
- Use of social networking sites by professionals
- Faculty-student relationships

- HIV and duty-to-warn
- Confidentiality in family/couple therapy
- Confidentiality issues in treating adolescents
- Should psychologists only use ESTs in treatment?
- Use of deception in research
- Deciding on publication and research credit
- Nonsexual relationships/contact with clients post treatment
- Psychologists should never enter into sexual relationships (no matter how time has elapsed)
- Psychologists should be required to report serious crimes against the person (e.g., rape or murder)
- Use of rewards/benefits for research participation
- Confidentiality between psychologist and client should be absolute
- Should psychologists support medically assisted dying
- Training required for competence in new practice domain

These tricky issues are complex situations found in daily clinical practice which do not have simple “right” or “wrong” solutions. The purpose of the presentation is to present and summarize the dilemma and explain why it exists. This should be done through an investigation of the current legislation and the ethical codes. An important component of your presentation will be to make some recommendations about how one should proceed in this area.

Each presentation should be 30 minutes in length and provide a critical summary of the topic, followed by a semi-structured discussion. The presentation should address the following points:

1. Introduction and background to the tricky issue
2. Discussion of the core ethical and professional dilemmas inherent in the issue
3. Identification and discussion of relevant legislation, standards, codes, and guidelines with respect to the tricky issue
4. Recommendations for clinical practice

In preparing for this presentation, Learners should identify a book chapter or article for the class to read. The reading must be approved by the course instructor prior to be given to the class. The reading should be distributed at least one week before your presentation. Presentations will be scheduled during the last two classes of term: **March 27 & April 3.**

Learners must also provide the class with a handout of the presentation along with a list of recommended readings.

Students are evaluated on their understanding of the topic areas as demonstrated through:

- Identification of relevant reading materials
- Discussion of the relevant legislation and standards
- Critical evaluation and thinking

- Thoughtfulness and validity of recommendations and conclusions
- Organization and clarity of the presentation

Tricky Issues Paper (20%)

Student learners are also expected to complete a concise academic paper based on the tricky issues topic presented in class. A narrow and tight review paper will provide a more readable and meaningful product. There is no page length requirement (longer is not necessarily better). As a guide, papers should be roughly 10-12 double-spaced pages in length and strictly follow the APA publication manual (6th Edition) guidelines. Emphasis will be placed on the student's ability to synthesize and concisely communicate the dilemmas present in the tricky issue topic. This will require a thorough review of the ethics literature and application of material learned in the course regarding ethical practice and professional practice guidelines. Papers are due on the day of your class presentation. **There will be a penalty assigned for late papers of 5% per day.**

Exam (35%)

The exam date will be set on a mutually agreeable date negotiated between the instructor and student learners. The content and nature of the exam will be discussed in class.

Course Outline

January 9 Course Syllabus, Introduction to Ethics, & Ethical Decision Making

- ❖ Evans, D. R. (2011) textbook – Chp. 1 (pp 1 – 9)
- ❖ Canadian Psychological Association (2000). Canadian Code of ethics for psychologists (3rd ed.). Ottawa: author (read Preamble & Ethical decision making)
(<http://www.cpa.ca/cpasite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>)
- ❖ Sinclair, C. (2011). The evolution of the Canadian code of ethics over the years (1986-2011). *Canadian Psychology*, 52, 152- 161.

January 16 CPA Code: Principles, Value Statements & Standards

- ❖ Canadian Psychological Association (2000). Canadian Code of ethics for psychologists (3rd ed.). Ottawa: author
(<http://www.cpa.ca/cpasite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>)
- ❖ Canadian Psychological Association (2016). The Canadian Code of Ethics for

Psychologists, Fourth Edition (draft). Ottawa: Author

NOTE: Assignment of first ethical vignette. Must be handed in by the January 23rd class.

January 23 & 30 Professional Standards & Regulation of Psychology

- ❖ Evans, D. R. (2011) textbook – Chp. 5 (pp 84 - 122)
- ❖ Canadian Psychological Association (2001). *Practice guidelines for providers of psychological services*. Ottawa: author
([http://www.cpa.ca/cpasite/userfiles/Documents/publications/Practice%20Guidelines2001\(2\).pdf](http://www.cpa.ca/cpasite/userfiles/Documents/publications/Practice%20Guidelines2001(2).pdf))
- ❖ College of Psychologists of Ontario (2009). Standards of professional conduct. Toronto, ON: author (<http://www.cpo.on.ca/WorkArea/showcontent.aspx?id=422>)
- ❖ www.cpo.on.ca. College of Psychologists of Ontario
 - Using the CPO website and resources
 - Review of QA program (review SAG outline)
 - Review of Standards, Ethics and Practice Advisories

NOTE: Assignment of second ethical vignette on January 30th. Must be handed in by the February 6th class.

February 6 Informed Consent

- ❖ Evans, D. R. (2011) textbook – Chp. 7 (pp 179- 224)
- ❖ College of Psychologists of Ontario (2004). Personal Health Information Protection Act 2004: A guide for regulated health professionals. Toronto: author. Updated 2016.

February 13 Confidentiality

- ❖ Evans, D. R. (2011) textbook – Chp. 8 (pp 225-262)
- ❖ Duncan, R.E., Hall, A.C., & Knowles, A. (2015). Ethical dilemmas of confidentiality with adolescent clients: Case studies from psychologists. *Ethics & Behavior*, 25, 197-221.
- ❖ Smith v. Jones, (1999). Supreme Court of Canada (optional)

February 20 **No Class - Reading Week**

February 27 **Dual Relationships**

- ❖ Evans, D. R. (2011) textbook – Chp. 6 (pp 123-178)
- ❖ Malone, J. L., & Dyck, K. G. (2011). Professional ethics in rural and northern Canadian psychology. *Canadian Psychology, 52*, 206-214.
- ❖ Barnett, J., Lazarus, A.A., Vasquez, M., Moorehead-Slaughter, O., & Johnson, W. B. (2007). Boundary issues and multiple relationships: Fantasy and reality. *Professional Psychology: Research and Practice, 38*, 401-410.
- ❖ Haeny, A.M. (2014). Ethical considerations for psychologists taking a public stance on controversial issues: The balance between personal and professional life. *Ethics & Behavior, 24*, 265-278.

NOTE: Assignment of final ethical vignette. Must be handed in by the March 6th class.

March 6 **Technology & Social Media**

- ❖ Lehavot, K., Barnett, J. E., & Powers, D. (2010). Psychotherapy, professional relationships, and ethical considerations in the Myspace generation. *Professional Psychology: Research and Practice, 41*, 160-166.
- ❖ Taylor, L., McMinn, M. R., Bufford, R. K., & Chang, K. B. T. (2010). Psychologists' attitudes and ethical concerns regarding the use of social networking web sites. *Professional Psychology: Research and Practice, 41*, 153-159.
- ❖ Nicholson, I. R. (2011). New technology, old issues: Demonstrating the relevance of the Canadian Code of Ethics for Psychologists to the ever-sharper cutting edge of technology. *Canadian Psychology, 52*, 215-224.

March 13 **Forensic & Child Custody/Access Practice**

- ❖ Evans, D. R. (2011) textbook – Chp.11 (pp 364-369)
- ❖ Evans, D. R. (2011) textbook – Chp.12 (pp 387-430)
- ❖ American Psychological Association (2013). Specialty Guidelines for Forensic Psychology. *American Psychologist, 68*, 7-19.
- ❖ American Psychological Association (2010). Guidelines for child custody evaluations in family law proceedings. *American Psychologist, 65*, 863-867.

- ❖ College of Psychologists of Ontario (2014). Information for consideration by members providing psychological services in the context of child custody disputes and child protection proceedings.

March 20 TCPS2, Research, Teaching, & Program Evaluation

Note: Students are required to complete the TCPS-2: CORE tutorial as demonstrated by a copy (email or print) of your certificate of completion

- ❖ Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, December, 2010. http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf (read chapters 1, 2, 3, & 5)
- ❖ Jones, D. J. (2007). Interface of law & ethics in Canadian research ethics standards: An advisory opinion on confidentiality, its limits, & duties to others. http://www.mcgill.ca/files/healthlaw/Jones_Limits_Confidentiality_MJLH07.pdf
- ❖ Lowman, J., & Palys, T. (2007). PRE's "interface of law & ethics in Canadian research ethics standards: An advisory opinion on confidentiality, its limits & duties to others": The "law of the land" doctrine in all but name. <http://mjlh.mcgill.ca/pdfs/vol1-1/lowman-palys.pdf>
- ❖ O'Neill, P. (2011). The evolution of research ethics in Canada: Current developments. *Canadian Psychology*, 52, 180-184.

March 27 Ethics in Supervision & Professional Self-Care

NOTE: Tricky Issues presentations will be scheduled for this class.

- ❖ Canadian Psychological Association (2009). Ethical guidelines for supervision in psychology: Teaching research, practice, and administration. Ottawa: Author (<http://www.cpa.ca/cpsite/userfiles/Documents/COESupGuideApp7Feb09Rev14June2011.pdf>)
- ❖ Thomas, J. T. (2007). Informed consent through contracting for supervision: Minimizing risks, enhancing benefits. *Professional Psychology: Research and Practice*, 38, 221-231.
- ❖ Pettifor, J., McCarron, M. C. E., Schoepp, G., Stark, C., & Stewart, D. (2011). Ethical supervision in teaching, research, practice, and administration. *Canadian Psychology*, 52, 198-205.

- ❖ Pope, K. S., & Vasquez, M. T. (2011). Creating strategies for self-care. *In Ethics in Psychotherapy and Counselling: A Practical Guide*. (4th Edition, pp. 69- 77).

April 3 Practice with Diverse Populations & Dealing with Malpractice

NOTE: Tricky Issues presentations will be scheduled for this class.

- ❖ Canadian Psychological Association (2001). *Guidelines for non-discriminatory practice*. Ottawa: author
- ❖ Canadian Psychological Association (2007) *Guidelines for ethical psychological practice with women*. Ottawa: author.
- ❖ Evans, D. R. (2011) textbook – Chp. 15 (pp. 520- 534; 547- 550; & 556-567)

April 10-23 Exam date to be determined.

Important Notice:

NORPIC is sponsoring a Thunder Bay ethics workshop. On May 1 2016, Mr. Barry Gang will be here from the College of Psychologists of Ontario providing a workshop on a range of ethical topics and tricky dilemmas. Please make every effort to attend!