

Syllabus

Course Information

PSYCH 5328.001 Issues and Professional Ethics

Fall, 2020

Wednesday, 6-8:40 p.m. Virtual

Instructor: Crystal L. Frazier, PsyD, MPA.

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Course Catalog Description:

This course provides a survey of the practice of psychology from an ethical and legal perspective. Consideration is given to such things as the rules of psychology associations and boards, ethics case studies, and professional practices.

Student Learning Outcomes:

Each student will:

- Become familiar with and able to interpret and apply the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association

- Be familiar with and able to interpret and apply state and federal laws pertaining to the provision of mental health services

- Be familiar with state licensing requirements and issues

- Understand and be able to discuss major ethical/legal principles and issues

- Understand the importance of developing competencies in providing services to culturally diverse clientele

- Demonstrate an increased understanding of the history and current status of psychology

- Be able to engage in the process of ethical decision making

Teaching Strategies: Class meetings will include group discussion on ethical issues, discussion of assigned readings, and discussion about the profession of psychology and related issues. Each student is expected to be actively involved at a level appropriate to graduate level education preparing for licensure in a profession. Students are expected to be active in developing and pursuing their own learning goals, participating in group discussions, and contributing to team projects. There will also be an interview requirement and online activities outside of class.

Required Textbooks:

Pope, K.S., & Vasquez, M.J.T. (2010). Ethics in psychotherapy and counseling: A practical guide. Fourth edition.

Hays, J.R., Edwards, C.N., & Seay, O.J. (2010). Cases in mental health law in Texas

Seay, O.J., Hays, J.R., & Edwards, C.N. (Eds.). (2018). Texas law and the practice of psychology.

Knapp, S., Gottlieb, M., & Handelsman, M. (2015). Ethical dilemmas in psychotherapy.

Note: These second and third books may be ordered directly from Texas Psychological Association's website:

www.texaspsych.org Look for Professional Resources in toolbar and Publications in drop down box. You can also order the Texas State Board of Examiners of Psychologists Rules and Regulations from the same website or download a current version at www.tsbep.state.tx.us and look for Act and Rules of the Board on left side of page

Related Resources:

Texas State Board of Examiners of Psychologists Rules and Regulations (www.tsbep.state.tx.us)

Code of Ethics of American Psychological Association (www.apa.org/ethics); Ethical Principles of Psychologists

Code of Ethics of American Counseling Association (www.counseling.org); Knowledge Center, Ethics Manual of Policies and Procedures (www.utttyler.edu); Current Students, Resources, Manual (particularly Chapters 1 & 8

Training Modules : Protection of Human Subjects in Research (www.utttyler.edu/research/compliance/irb/training); Academics, Research, Research Compliance, Research with Humans, Training Modules

Note: A student at UT Tyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer including online resources.

REQUIREMENTS:

Students are expected to be present and to participate actively in all class meetings. Students are expected to have read assigned reading materials and to have given thought to ideas presented in the materials so that class discussion involves integration of other materials and ideas.

Students are expected participate in assigned online training and to pass exam on such training.

Students are expected to interview at least one licensed psychologist about the profession and the practice of the psychologist. Students are expected to prepare a short summary of the interview and be prepared to discuss findings in class.

Students are expected to participate in a team project and will be given credit based on feedback of other team members.

Students are expected to prepare a paper outlining how personal experiences, values, and beliefs have shaped and altered approach to personal ethics.

Grading: To obtain a particular grade, the student must satisfy each element of requirements for that grade. Any unmet requirement automatically lowers the grade.

A: Attends class on time with no more than two absences; participates actively

Completes above requirements in above average manner and on group project has positive rating from peers (indication of leadership, doing more than fair share of work)

Accumulates at least 360 out of potential 400 points for semester

B: Above requirements except misses three or four class meetings or fails to actively participate in class discussions on a consistent basis

Completes above requirements in average manner and on group project has adequate rating from peers (indication of doing at least fair share of work)

Accumulates at least 320 out of potential 400 points for semester

C: Above requirements but misses more than four class meetings or fails to participate in class discussions on a consistent basis

Completes above requirements in marginal manner or on group project has rating from peers indicating marginal participation

Accumulates at least 280 out of potential 400 points for semester

D, F, or Incomplete:

Any of the following will be basis for a grade of D or lower or Incomplete; such grades will require the student to repeat or complete requirements of PSCY 5328.

More than five absences from class

Failure to turn in required written work

Violations of ethics or university policies regarding conduct including cheating or plagiarism

Class schedule and outline of activities: (subject to change based on interaction of instructor and class)

Aug 26	Introduction to syllabus and course requirements. Zoom
Sept 2	Codes of ethics. Zoom lecture & Canvas
Sept 9	Texas State Board of Examiners of Psychologists and licensure regulations. Zoom lecture & Canvas
Sept 16	Texas law for psychologists (reporting abuse or neglect) Zoom lecture & Canvas
Sept 23	Prescription privileges for psychologists (RxP) (<u>personal ethics paper due: 25 points</u>). Canvas
Sept 30	Work on group project, papers.
Oct 7	Ethical issues (<u>interview paper due: 25 points</u>). Canvas
Oct 14	Work on group project, papers
Oct 21	Responding to crisis (<u>paper due on RxP or other approved topic: 50 points</u>). Canvas
Oct 28	Professional association and legislative involvement. Canvas
Nov 4	Work on group project, papers
Nov 11	Project presentation (150 points) Zoom
Nov 18	Project presentation (150 points) Zoom
Nov 25	Thanksgiving Holiday
Dec 2	Guest Presenter Professional Issues in psychology. Exam review. Zoom
Dec 9	Exam on ethics, case law, statutes (<u>100 points</u>). Canvas

The UT Tyler Writing Center is located in BUS 202 and provides professional writing/tutoring for all students. If you wish to use the resources of the Writing Center, you should plan for a minimum of two hour long tutorials per assignment and to be prepared to take an active role in your learning.

Appointments can be scheduled at 903-565-5995 or www.uttyler.edu/writingcenter. Also, Purdue University's online writing lab is designed to help students master the use of APA style. The link is http://owl.english.purdue.edu/handouts/print/research/r_apa.html.

University Policies

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for

another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission Statement:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st century through productive contributions to local and global communities and toward individual and cultural equity.

Counseling Psychology Program Mission:

MISSION STATEMENT

The Master of Arts in Clinical Psychology program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices.

Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

Counseling Psychology M.A. Program Learning Outcomes may be found at:

<http://www.utt Tyler.edu/psychology/CounselingPsychPLO>