

ETHICS CPS1901 - COURSE OUTLINE

Time: Wednesday 10-12

Location: SY 121

Professor: Vina Goghari, Ph.D.

Email: vina.goghari@utoronto.ca

Office hours: By appointment

COURSE DESCRIPTION

This class will explore ethical dilemmas and professional issues commonly experienced by clinical psychologists and trainees in the areas of teaching, research, and clinical work. This includes topics on diversity, dual relationships, informed consent, confidentiality, court testimony, and the treatment of vulnerable populations. Professional issues related to training models, accreditation, and regulatory boards will also be discussed. The course work will focus on laws and standards upheld in Ontario, other Canadian provinces, and in the United States; this includes the ethical and practice standards provided by the Canadian Psychological Association and the American Psychological Association.

COURSE GOALS

1. To prepare trainees to undertake clinical work consistent with the high professional standards in the field of clinical psychology
2. To prepare trainees for both the Jurisprudence and Ethics Examination and the Oral Examination necessary for registration in Ontario

COURSE OBJECTIVES

1. Be able to identify and problem solve the common ethical dilemmas faced by clinical psychologists and trainees
2. Understand how diversity can interact ethical dilemmas and problem-solving
3. Understand a few core professional issues in the field of clinical psychology
4. Recognize different perspectives that can be applied to issues in the field of clinical psychology
5. Critically evaluate information, ideas, and assumptions comprehensively and from a variety of perspectives
6. Find and use relevant sources of scientific knowledge to identify, frame, and generate solutions to issues
7. Give presentations to increase knowledge, foster understanding, and impact learning
8. Generate written material that demonstrates critical understanding of the topic by both integrating scientific knowledge, reflecting on the material, and incorporating different perspectives

MATERIALS

Required text:

Evans, D. R. (2011). *Law, Standards, and Ethics in the Practice of Psychology, Third Edition*. Thomas Reuters Canada Limited: Toronto, Ontario, Canada.

Codes, Acts, and Standards:

Please note all those these are not explicitly listed below in the weekly outline, it is expected you will read these materials.

Canadian Code of Ethics for Psychologists

APA Ethical Principles of Psychologists and Code of Conduct (for reference; not required)

Personal Health Information Protection Act, 2004

Protection of Personal Information and Electronic Documents ACT, 2004

Psychology Act, 1991

Quality of Care Information Protection Act, 2004

Regulated Health Professionals Act, 1991

Standards of Professional Conduct, 2005

Articles

Listed in the weekly outline.

Relevant Journals of Interest Include:

Canadian Psychology

Professional Psychology: Research and Practice

Training and Education in Professional Psychology

WEEKLY OUTLINE

DATE	TOPIC & READINGS
9/13	<p>COURSE INTRODUCTION</p> <p>CLINICAL PSYCHOLOGY AS A PROFESSION: CLINICAL PSYCHOLOGY TRAINING MODELS; PROGRAM ACCREDITATION; REGISTRATION AS A PSYCHOLOGIST</p> <p>Cottone, R.R., & Claus, R.E. (2000). Ethical decision-making models: A review of the literature. <i>Journal of Counseling and Development</i>, 78, 275-283.</p> <p>McFall, R.M. (1991). Manifesto for a science of clinical psychology. <i>The Clinical Psychologist</i>, 44, 75-88.</p> <p>Van Horne, B.A. (2004). Psychology Licensing Board Disciplinary Actions: The Realities. <i>Professional Psychology: Research and Practice</i>, 35, 170-178.</p>
9/20	<p>DIVERSITY AND MULTICULTURALISM</p> <p>Gallardom M.E., et al. (2009). Ethics and Multiculturalism: Advancing Cultural and Clinical Responsiveness. <i>Professional Psychology: Research and Practice</i>, 40, 425– 435</p> <p>Sobociniski, M. R. (1990). Ethical issues in the counseling of gay and lesbian adolescents: Issues of autonomy, competence and confidentiality. <i>Professional Psychology: Research and Practice</i>, 21, 240- 247.</p>

9/27	<p style="text-align: center;">RESEARCH</p> <p>Burger, J. M. (2009). Replicating Milgram: Would people still obey today? <i>American Psychologist</i>, 64, 1-11.</p> <p>Miller, A. G. (2009). Reflections on “Replicating Milgram” (Burger, 2009). <i>American Psychologist</i>, 64, 20-27.</p> <p>Rogers, T. (1997). Extending the CPA Code of Ethics: A research participant's bill of rights. <i>History and Philosophy of Psychology Bulletin</i>, 9, 3- 12.</p>
10/4	<p style="text-align: center;">RECORD KEEPING & BUSINESS PRACTICES</p> <p style="text-align: center;">Textbook Chapter 9 & 13</p> <p>Bemister, T., & Dobson, K. S. (2011). An updated account of the ethical and legal considerations of record keeping. <i>Canadian Psychology</i>, 52, 296- 309.</p>
10/11	<p style="text-align: center;">INFORMED CONSENT</p> <p style="text-align: center;">Textbook Chapter 7</p> <p>Rosnow, R. L. (1997). Hedgehogs, foxes, and the evolving social contract in psychological science: Ethical challenges and methodological opportunities. <i>Psychological Methods</i>, 2, 345-356.</p>
10/18	<p style="text-align: center;">BOUNDARIES</p> <p style="text-align: center;">Textbook Chapter 6</p> <p>Barnett, J. E., Lazarus, A. A., Vasquez, M. J. T., Moorehead-Slaughter, O., & Johnson, W. B. (2007). Boundary issues and multiple relationships: Fantasy and reality. <i>Professional Psychology: Research and Practice</i>, 38, 401-410.</p>
10/25	<p style="text-align: center;">CONFIDENTIALITY</p> <p style="text-align: center;">Textbook Chapter 8</p> <p>Kraut, R., Olson, J., Banaji, M., Bruckman, A., Cohen, J., & Couper, M. (2004). Psychological research online: Report of board of scientific affairs’ advisory group on the conduct of research on the Internet. <i>American Psychologist</i>, 59, 105-117.</p> <p>Becker-Blease, K. A. & Freyd, J. J. (2006). Research participants telling the truth about their lives: The ethics of asking and not asking about abuse. <i>American Psychologist</i>, 61, 218-226.</p>

11/1	<p style="text-align: center;">BEST PRACTICE AND COMPETENCE</p> <p style="text-align: center;">Textbook Chapter 10</p> <p>Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. <i>American Psychologist</i>, 63, 146-159.</p> <p>LaRoche, M. J., & Christopher, M. S. (2009). Changing paradigms from empirically supported-treatments to evidence-based practice: A cultural perspective. <i>Professional Psychology: Research and Practice</i>, 40, 396- 402.</p>
11/8	<p style="text-align: center;">TREATMENT OF CHILDREN & CUSTODY</p> <p style="text-align: center;">Textbook Chapter 11</p> <p>Walters, D. (1995). Mandatory reporting of child abuse: Legal, ethical and clinical implications within a Canadian context. <i>Canadian Psychology/ Psychologie Canadienne</i>, 36, 163- 182.</p> <p>Mannheim, C. I., et al. (2003). Ethical ambiguities in the practice of child clinical psychology. In D. N. Bersoff (Ed.), <i>Ethical Conflicts in Psychology</i> (pp. 77-80). Washington DC: APA.</p>
11/15	<p style="text-align: center;">FORENSICS & TREATMENT OF OFFENDERS</p> <p style="text-align: center;">Textbook Chapter 12</p> <p>Pope, K. S., & Bajt, T. R. (2003). When laws and values conflict: A dilemma for psychologists In D. N. Bersoff (Ed.), <i>Ethical Conflicts in Psychology</i> (pp. 77-80). Washington DC: APA.</p> <p>Weinberger, L. E., & Sreenivasan, S. (1994). Ethical and professional conflicts in correctional psychology. <i>Professional Psychology, Research and Practice</i>, 25, 161-167.</p>
11/22	<p style="text-align: center;">EXPERT TESTIMONY</p> <p style="text-align: center;">Textbook Chapters 14</p> <p>Loftus, E. F. (1986). Experimental psychologist as advocate or impartial educator. <i>Law and Human Behavior</i>, 10, 63-78.</p> <p>Evans, D.R. (1987). The psychologist as an expert witness in civil and criminal litigation. <i>Canadian Psychology / Psychologie Canadienne</i>, 28(3), 274-279.</p>

11/29	<p style="text-align: center;">TEACHING</p> <p>Bernard, J. L., & Jara, C. S. (2003). The failure of clinical psychology graduate students to apply understood ethical principles In D. N. Bersoff (Ed.), <i>Ethical Conflicts in Psychology</i> (pp. 77-80). Washington DC: APA.</p> <p>Birch, M. et al. (2003). Black and white and shades of gray: A portrait of the ethical professor In D. N. Bersoff (Ed.), <i>Ethical Conflicts in Psychology</i> (pp. 77-80). Washington DC: APA.</p> <p>Tabachnick, B. G., Keith-Spiegel, P., & Pope, K. S. (1991). Ethics of teaching: Beliefs and behaviors of psychologists as educators. <i>American Psychologist</i>, 46, 506-515.</p> <p style="text-align: center;">PAPER DUE</p>
12/6	<p style="text-align: center;">EXAM</p>

EVALUATIONS

Discussion Questions (10%): Students are required to submit 2 questions per class. Questions must be e-mailed to me by 5 PM the day before class and will be graded as follows: excellent, satisfactory, or needs improvement. Be prepared to discuss your questions in class.

As this is a graduate class, it is expected that students will prepare for and participate in class discussion. Effective participation involves both quality and quantity of responses. Quantity does not make up for lack of quality. Students will be expected to do the readings prior to class and be prepared to comment on and raise questions related to the readings. Note that you are not required to submit questions on the day you give your presentation. These questions can be derived from the readings but may also go beyond the readings and should reflect interesting issues that are raised. For example, questions might deal with theoretical underpinnings of the issues, diversity issues, research and/or methodological issues, technological issues, resource issues, or something else. You are encouraged to prepare questions that are interesting and provocative and be prepared to share and defend your “educated” views!

Oral Presentation (30%): These will be assigned first week of classes. With regards to the presentation, please provide me with a copy of your PowerPoint slides *no later than Tuesday at 5pm* the week of your presentation. (Note that this is a firm deadline.) I will post these online. Plan to present for 45 minutes, with 15 minutes for discussion and questions. In addition, please assist your fellow students by actively participating in the discussion.

Student presentations will be evaluated using the following criteria:

- Ability to meet deadline (*Tuesday at 5pm*) for emailing me the powerpoint. Please provide just myself with a handout the day of your presentation
- Creativity (e.g., role plays, video clips, other presentation aids, case study of the dilemma)
- Content (e.g., coverage of main issues in topic, presenting various perspectives).
- Organization, and clarity

- Ability to engage others in discussion
- Integration of the case study with the theoretical and empirical literatures. Ability to think critically about the conceptualization of the dilemma and the various perspectives
- Coverage of diversity issues if relevant to the dilemma

Mock-JEE Exam (30%): A 30-item multiple choice final exam based on topics covered in the Jurisprudence and Ethics Examination will be completed during class time. Students will not be permitted to use any aids. This is to test knowledge gained from readings that mirrors the Jurisprudence and Ethics exam needed to complete your registration as a clinical psychologist.

Comprehensive Paper (30%): A 10 double-spaced page paper. Students will critically examine one ethical issue of their choice. Students will be rewarded for clearly presenting an ethical dilemma commonly found in clinical psychology, describing two to three possible solutions to the problem, and then defending their chosen solution. This document will be given to the instructor at the beginning of class it is due.

INCLUSIVITY

Members of this class represent a rich variety of backgrounds and perspectives. The graduate program is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across our community

PLAGIARISM

Please review this website which describes tips on how not to plagiarize:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

VIDEO AND AUDITORY RECORDING

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

POLICIES FOR THIS COURSE REGARDING GRADING, LATE ASSIGNMENTS AND MISSED GROUP PRESENTATIONS

Grading: Any discussion about grading on any course evaluation should be made in writing to Dr. Goghari within one week of receiving the graded material and should detail the point(s) under consideration.

Late Coursework: If you do not have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each late day. If you provide legitimate documentation for your late assignment (for example, University of Toronto's *Verification of Student Illness or Injury* form completed by your doctor), you must contact Dr. Goghari within one week of the missed assignment deadline (or as soon as is reasonably possible) to discuss a new deadline for your late assignment(s). Please take note of the last day for submission of term assignments in this course (as set by the School of Graduate Studies). If you wish to submit work to be graded beyond the last day for submission of term assignments, you must contact the Registrar's office to submit a petition (this is beyond the instructor's control).

Missed Presentations: If you miss a presentation without legitimate documentation, you will receive a mark of zero. If you provided legitimate documentation for your missed examination (for example, University of Toronto's *Verification of Student Illness or Injury*), you will be given one additional opportunity to make your presentation. You must contact Dr. Goghari within one week of the missed presentation (or as soon as is reasonably possible) to discuss a new date for your make-up presentation.

Medical Documentation: Any medical documentation that you provide must indicate the date(s) that you needed to be excused from coursework, which must include the date of the presentation and/or assignment(s) that you missed. You are advised to see a professional within one day of a missed examination, presentation or assignment. You must contact Dr. Goghari within one week of a missed presentation or coursework submission (or as soon as is reasonably possible).

The University of Toronto's *Verification of Student Illness or Injury* form is located at the following web address:

http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

GRADE SCALES AND MEANING OF GRADES

NUMERICAL MARKS	LETTER GRADE
90 - 100%	A+
85 - 89%	A
80 - 84%	A-
77 - 79%	B+
73 - 76%	B
70 - 72%	B-
0-69%	FZ-Fail