**PSYC 883** –**Ethical and Professional Issues in Clinical Practice**

**INSTRUCTOR**  Lauren Bennett Cattaneo, Ph.D. **MEETINGS Thursdays 1:30-4:10** @ Clinic

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Office hours:M 11-12 or by appointment

## REQUIRED TEXT

Knapp, S. J., & VandeCreek, L. D. (2012). *Practical ethics for psychologists: A positive approach (2nd Ed.)* Washington, DC: American Psychological Association.

## ADDITIONAL REQUIRED READINGS *(uploaded on Blackboard; list may be amended during semester)*

Bartol, C.R. & Bartol, A.M. (2014). Psychology and law. Thousand Oaks, CA: Sage Pubs. *Chapter 5.*

Hitchcock, J. (2002). Lifting the white veil. Roselle, NJ: Crandall, Dostie & Douglass Books, Inc. *Preface & Chapters 1 & 6.*

King, M.L., Jr. (1968) The role of the behavioral scientist in the civil rights movement. *Journal of Social Issues, 24*(1). Retrieved from <http://www.apa.org/monitor/features/king-challenge.aspx>.

Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice, 38*, 54-59.

Murphy, B. C., & Dillon, C. (2008). *Interviewing in action in a multicultural world.* Pacific Grove, CA: Brooks/Cole. Selected chapters.

Nissen-Lie, H.A., Havik, O.E., Hoglend, P.A., Monsen, J.T. & Ronnestad, M.H. (2013). The contribution of the quality of therapists’ personal lives to the development of the working alliance. *Journal of Counseling Psychology, 60*(4), 483-495.

Norcross, J.C. (2010). The therapeutic relationship. In B.L. Duncan, S.D. Miller, B.E. Wampold & M.A. Hubble (Eds.) *The heart and soul of change: Delivering what works in therapy.* Washington, DC: American Psychological Association. 2nd edition.

Pope, K.S. (2011). Psychologists and detainee interrogations: Key decisions, opportunities lost, and lessons learned. *Annual Review of Clinical Psychology*, 7, 459-481.

Prilleltensky, I., Dokecki, P., Frieden, G. & Wang, V.O. (2007) Counseling for wellness and justice: Foundations and ethical dilemmas. In E. Aldarondo, (Ed.) *Advancing social justice through clinical practice.* New Jersey: Lawrence Erlbaum Associates.

Safran, J.D., Muran, C.J., Samstag, L.W., & Stevens, C. (2001). Repairing alliance ruptures. *Psychotherapy: Theory, Research, Practice, Training, 38,* 406-412.

Sue, D.W. (2001). Multidimensional facets of cultural competence. *The Counseling Psychologist, 29*, 790-821.

Yalom, I.D., (1990) *Love's Executioner and Other Tales of Psychotherapy*. New York: Harper Collins, 1990 (Chapter 3: The Fat Lady).

Yalom, I.D., (2002) *The Gift of Therapy*, New York: Harper Collins. *Selected chapters.*

## COURSE DESCRIPTION

This seminar provides students with an introduction to principles, knowledge, and skills necessary to develop and maintain an ethical and effective professional relationship with clients. Course content is divided into three interrelated areas: (a) ethical principles and standards in psychology; (b) diversity-related issues in the ethical professional relationship; and (c) the ethical therapeutic relationship. The class will be interactive, and there will be very little lecture. Instead, the primary educational approaches will be reading assignments, in-class exercises and discussion, and two projects involving the application of course material.

## GOALS

This seminar aims to foster students’ competence as practitioners by helping them to develop…

* Understanding of the APA Ethical Principles of Psychologists and Code of Conduct
* Understanding of models of ethical decision-making and ability to apply them in a competent manner
* Sensitivity, awareness, and knowledge with respect to issues of sociocultural diversity, and how these issues relate to ethical practice
* Understanding of the role of the therapeutic relationship in the ethical provision of clinical services
* Comfort in and strategies for assessing therapeutic process, multicultural competence, and ethical behavior

**COURSE REQUIREMENTS**

1. Attendance and participation, Student attendance and active participation is essential in this class, where we will wrestle with ethical decision making and practice relevant skills as a group. Participation includes engagement in class, and:

1. Completion and Discussion of Readings. A large portion of the seminar will be devoted to discussion of the weekly readings. Students are expected to complete the assigned readings.
2. Highlighting Readings. To aid us in our discussions, students will rotate responsibility for giving the class a 10 minute highlighting of the readings. While the highlighting should BRIEFLY overview the content of the readings, the focus should be on a few interesting points, quotes, lingering questions, or issues raised by the readings.
3. Ethics Case Studies and Exercises. I will provide students with case material for practicing ethical decision making, and with various exercises to apply course content. When written case material is provided, students are expected to have read it prior to class so that we can use it for in-class exercises. When exercises are assigned, students are expected to complete them before class.

2. Ethical Dilemma Analysis. Students will interview an advanced student about an ethical dilemma the advanced student has faced. After the interview, the student will present an initial analysis of the dilemma in class, and solicit feedback. Students will then ask their interviewee follow-up questions, and will write a paper summarizing their analysis of the dilemma. Details of this assignment **(due dates below)** will be posted on Blackboard.

3. Therapeutic Relationship Project. Students will use a video or audiotaped session with a current client in order to conduct an in-depth analysis of the therapeutic relationship in process. They will transcribe the session and write a paper based on their analysis. Details of this assignment, **due by Sunday December 7**, will be distributed through Blackboard.

**GRADING**

Course grades will be assigned on the basis of

(a) participation in class discussions and exercises, including knowledgeable discussion of readings (20%)

(b) ethical dilemma analysis (15% presentation; 25% paper)

(c) therapeutic relationship project (40%)

I will calculate your final grade on your point total as follows:

93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72=C-; 65-69 = D; below 65 = F.

## HONOR CODE

The Honor Code of George Mason University deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Students should be familiar with the code and connected policies, set out at http://www.gmu.edu/catalog/apolicies. This course will be conducted in accordance with those policies.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All accommodations must be arranged through that office, and must be initiated immediately, prior to any anticipated need.

**COMMUNICATION**

Course information and materials will be posted on Blackboard. Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.**TENTATIVE SCHEDULE**

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| **Date** | **Topic** |  **Reading**  |
| 8/28 | Defining our Approach, Considering Developmental Trajectories |  |
| 9/4 | Introduction to Ethics and the Therapeutic Relationship | KV 1&2; Norcross (2010)  |
| 9/11 | Building Blocks of Ethical Decision Making; Tracking Process | KV 3; Yalom (2002) selected chapters; Nissen-Lie et al. (2013) |
| 9/18 | Professional Competence; Multicultural Competence | KV 4; Sue (2001) |
| 9/25 | Informed Consent; Elements of the Therapeutic Process: Empathy | KV 5; Murphy & Dillon (2008) ch. 5; Yalom (1990) – *The Fat Lady* |
| 10/2 | Confidentiality & Record Keeping; Elements of the Therapeutic Process: Exploration & Elaboration | KV 7; APA (2007) Record Keeping Guidelines; Murphy & Dillon (2008) ch. 6 (skim “techniques”) |
| 10/9 | Boundaries in the Therapeutic Relationship; Elements of the Therapeutic Process: Therapeutic Alliance | KV 6; Safran et al (2001) |
| 10/16 | Crisis Intervention Issues | KV 8; Bartol & Bartol (2014) |
| 10/23 | **Group 1 ethical dilemmas**; When the Ethics Code and the Law Conflict | Pope (2011) |
| 10/30 | **Group 2 ethical dilemmas**; When the Ethics Code and the Law Conflict *(Kate Johnston guest appearance)* | **Group 1 ETHICS PAPER DUE** |
| 11/6 | Business Issues; Transference and Counter-transference | **Group 2 ETHICS PAPER DUE**KV 12 |
| 11/13 | Focus on Social Privilege; Film: “Color of Fear” | **Hitchcock (2002)** |
| 11/20 | Social justice and the therapeutic relationship | King (1968)Prilleltensky, Dokecki, Frieden, & Wang (2007) |
| *11/27* | *Happy Thanksgiving* |  |
| 12/4 | Wrap up; Self-Care; Q&A re final project | **Wellness Assessment (on Blackboard)** |

Last day to add:  September 2
Last day to drop:  September 16