



Syllabus

PSYC 5143 Applied Ethics
Fall 2023

Contact Information

Professor: Megan N. Bodine-Smith, Ph.D. Office: O'Donohoe 116
Office Hours: M/W 8-9 or by appt Cell Phone: 734-652-8621
Class Meets M/W 12:30-1:50 Location: OD 110
Office Email: megan.bodine@msutexas.edu

Texts: American Psychological Association Ethical Principles of Psychologists and Code of Conduct: download from APA's website <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

Ethical Code for State of Texas: download from TSBEP's website (Rules of Practice, 465.1)

Knapp, S. J., VandeCreek, L.D., Fingerhut, R. Practical Ethics for Psychologists 3rd ed. Washington D.C.: American Psychological Association.

Assigned articles will be given on Mondays for Wednesday's class. Additional readings may be assigned each week as needed.

Course Description and Objectives:

This graduate level course will explore some of the ethical and professional issues that are faced by clinical psychologists in all their roles. Our exploration of ethical issues will be guided by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as well as the standards set by the states of Texas. We will do a brief overview of the philosophy and history of ethics but will not spend a lot of time there; we'll actually spend more time focusing on the application of ethics. The course objectives are to

provide a body of information on ethics; to develop a process of thinking that will help you recognize ethical issues in your work, avoid ethical problems and lead you to satisfactory resolutions of those dilemmas you cannot avoid. An underlying goal is that you will acquire an ethical sense that allows you to develop a sensitivity to doing your best in your professional practice rather than just learning to follow the black and white ethical rules that may not specifically define an answer to a particular issue (think of Kohlberg's levels of morality).

You will see that although the APA ethical guidelines may offer us some guidance, often many questions are unanswered. The guidelines are written in a very general fashion so that they cover a wide variety of topics. However, given this, the guidelines may sometimes appear to be too vague to apply to specific ethical situations. As a result, we sometimes have to struggle with issues of responsible practice and try to decide how the accepted ethical principles apply in specific cases we encounter.

This course will be organized according to the areas where major ethical issues confront us. These include the areas of research, teaching, therapy, and supervision. Course objectives will be addressed through readings, discussions, videos, and case material outlining ethical standards, ethical models, ethical pitfalls, and specific ethical situations.

Course Requirements:

Your grade will be based on the following points out of 100:

Participation:	20
Ethics Journal:	50
Paper/presentation:	15
Ethics Code Presentation:	15

Participation: The format for class will be half lecture and half discussion. The class will be more interesting if everyone fully prepares (completes the readings and assignments) and participates in each class period. Attendance is required for the course. Each student is allowed two absences without penalty. Each additional absence will result in a 5% reduction in the students' final grade. Being tardy (arriving more than 5 minutes after the designated start time of the class) three times will be considered an absence. Students will be responsible for the material they miss when absent.

Ethics Journal: The majority of your work for this class will be a journal that you will keep. The purpose of the journal is to get you to think about ethical issues as we learn about them and develop answers to ethical situations. Each week you will be asked to: complete a specific assignment (a scenario or question assigned based on the reading) and make two entries of ethical situations you come across during the week which you describe and discuss. The journals will be handed in electronically through D2L.

Paper/presentation: Each student will choose one of the 10 Ethical Standards and write a short paper (of no more than 5 pages) and present this to the class in a short (30 minutes) presentation including a scenario for discussion. The paper should summarize the standard, describe an ethical dilemma that applies to the standard, discuss the dilemma in light of an ethical decision making model and standards set by APA and the state of Texas. The paper/presentation will be due according to when it applies to the syllabus.

Ethics code presentation: Below is a list of Ethical Codes that apply to specialized areas of practice. Each student will choose one in an area of interest to them, get the code on line, make copies for the class, write a journal entry to be used for discussion, and make a brief (15 minute) presentation for the class. The presentation should focus on things in the code of conduct that are specific to the area and are not specifically addressed in the general APA code.

1. American Academy of Forensic Psychology: Specialty Guidelines
2. American Association for Marriage and Family Therapy (AAMFT) Code of Ethics
3. American Association of Christian Counselors: Code of Ethics
4. American Association of Sex Educators, Counselors and Therapists: Code of Ethics
5. American Association of Spinal Cord Injury Psychologists & Social Workers: Standards for Psychologists & Social Workers in SCI Rehabilitation
6. American Group Psychotherapy Association: Guidelines for Ethics
7. American Psychoanalytic Association: Principles & Standards of Ethics for Psychoanalysts
8. American Psychological Association: Revised Guidelines for Child Custody Evaluation in Family Law Proceedings
9. American Psychological Association: Guidelines for the Evaluation of Dementia and Age-Related Cognitive Decline
10. American Psychological Association: Guidelines for Psychological Evaluations in Child Protection Matters

11. American Psychological Association: Guidelines for Psychotherapy with Lesbian, Gay & Bisexual Clients
12. American Psychological Association: Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists
13. Association for Applied Psychophysiology & Biofeedback: Ethical Principals of Applied Psychophysiology and Biofeedback
14. Association for Play Therapy: Code of Ethics
15. Association for the Treatment of Sexual Abusers: Professional Code of Ethics
16. Equine Assisted Growth and Learning Association: Code of Ethics for Equine Assisted Psychotherapy
17. Feminist Therapy Institute: Code of Ethics
18. International Society for Mental Health Online: Suggested Principles for the Online Provision of Mental Health Services
19. National Council for Hypnotherapy: Code of Ethics & Conduct

Schedule

8/28	Introduction to Ethics	text: ch 1,2
9/4	NO CLASS-Labor Day	
9/6	Ethics & Decision Making	text: ch 3 APA code: intro, preamble, general principles, ethical standard 1
9/11	Competence	text: ch 4 APA code: ethical standards 2,5,10
9/18	Multiple Relationships/Boundaries	text: ch. 6 APA code: ethical standard 3
9/25	Confidentiality & consent	text: ch. 5 & 7 APA code: ethical standards 4 & 6
10/2	Special Topics	text: ch. 8 & 11
10/9	Student Discussion Topics	
10/16	Assessment	text: ch. 10 APA code: ethical standard 9

10/23	Teaching/Research	text: ch.13 & 15 APA code: ethical standard & 8
10/30	Consultation & Supervision	text: ch. 14 APA code: ethical standard 7
11/6	Business of Psych/Forensics	text ch. 9 & 12
11/13	Student Presentations	
11/20	Student Presentations	
11/27	Putting it all together/scenarios of ethical dilemmas	

Cell Phones and Pagers: Cell phone use (including watches that Bluetooth to one's phone) is prohibited during class. Phones are to be turned off (this includes no vibration mode) and put away. Exceptions include expecting a communication from one's internship site (not part-time work), an emergency (e.g., family member is in the hospital), or being asked to Google class-related material. All exceptions must be shared with me prior to using one's phone, and I reserve the right to say no. If cell phone use occurs in class, I reserve the right to view said activity to verify it meets the exception criteria. Violation of this policy will result in a verbal warning and reduction in grade (0.25% per instance); second warnings will be made in writing and sent to the chair and graduate program coordinator to establish a record of problematic behavior; and finally, continued cell phone use will result in the student being removed from the class and receiving a grade of "F". Please note that I, as the instructor, may receive work-related communications and will only check my phone when I deem it necessary. As such, students should not expect the instructor to be held to the same policy.

Note: Students living with disability must be registered with [Disability Support Services](#) before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

Americans with Disabilities Act

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law

101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Disability Support Services](#).

College Policies and Procedures

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

Midwestern State University Student Honor Creed

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate.