

PSYC550

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : PSYC550 **Title :** Professional Ethics and Standards

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is an advanced level study of the ethical, legal and professional issues relevant to the practice of professional psychology. Topics include APA ethical standards and codes related to confidentiality, competence, and duty to warn, ethical decision-making guidelines, as well as federal and state laws pertinent to psychology. Application of ethics to professional psychology activity is emphasized.

Course Scope:

This course covers the ethical, legal and professional issues relevant to the practice of professional psychology. Topics include American Psychological Association ethical standards and codes including confidentiality, competence, and duty to warn, ethical decision-making guidelines, as well as federal and state laws pertinent to psychology.

Objectives

Students completing this course will:

1. Explore the American Psychological Association (APA) codes of professional ethics and other standards relative to research, practice and training in psychology
 2. Apply the APA ethics codes and federal and state laws ethical dilemmas.
 3. Analyze concerns, including client rights, informed consent, confidentiality, practitioner and client values, dual relationships and professional liability, encountered in a variety of research, practice and educational settings
 4. Utilize sound professional decision making models in the critical analysis of ethical dilemmas
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Outline

Week 1:

Lesson Scope

Introduction to Professional Ethics

The Counselor as a Person and as a Professional

Weekly Learning Objectives

Evaluate the difference between law and ethics, and between aspirational ethics and mandatory ethics
Articulate the role of ethics codes in making ethical decisions
Apply the six moral principles can be applied to ethical dilemmas
Apply the steps in working through an ethical dilemma

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapters 1 and 2

Fu, C., & Chen, H. (2011). Compassion fatigue: a concept analysis. *Journal Of Nursing, 58*(2), 98-103.

Steel, C., Macdonald, J., Schröder, T., & Mellor-Clark, J. (2015). Exhausted but not cynical: burnout in therapists working within Improving Access to Psychological Therapy Services. *Journal of Mental Health, 24*(1), 33-37. doi:10.3109/09638237.2014.971145

The American Counseling Association Code of Ethics

<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

[Ethical Dilemmas Encountered by Members of the American Psychological Association](#)

Assignments

Week 1 Forum

Week 1 Case Analysis

Week 2:

Lesson Scope

Values and the Helping Relationship

Multicultural Perspectives and Diversity Issues

Weekly Learning Objectives

Appraise ethical issues related to therapist and client values
Articulate key characteristics of successful ethical resolution

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapters 3 and 4

American Psychological Association (2002). *Guidelines on Multicultural Education, Training, Research,*

Practice, and Organizational Change for Psychologists.

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

American Psychological Association. (1990). *APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations.*

<http://www.apa.org/pi/oema/guide.html>

Assignments

Week 2 Forum

Week 2 Case Analysis

Week 3:

Lesson Scope

Client Rights and Counselor Responsibilities

Confidentiality: Ethical and Legal Issues

Weekly Learning Objectives

Analyze the process and impact of informed consent

Assess concerns related to working with minors

Characterize counselor responsibility in record keeping

Formulate practical strategies for risk management

Appraise issues related to confidentiality, privileged communication, duty to warn and duty to protect

Analyze landmark court cases and implications for practice

Evaluate ethical and legal duties pertaining to suicide and HIV/AIDS counseling

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapters 5 and 6

Duty to Protect, Warn & Report

<http://www.apapracticecentral.org/business/legal/index.aspx>

Tarasoff Case www.publichealthlaw.net/Reader/docs/Tarasoff.pdf

Please note this is a pdf document not a website.

Hedlund Case <http://www.apa.org/about/offices/ogc/amicus/hedlund.aspx>

Jaffee Case <http://www.apa.org/about/offices/ogc/amicus/jaffee.aspx>

Jablonski Case <http://openjurist.org/712/f2d/391/jablonski-pahls-v-united-states>

HIPAA http://www.apapracticecentral.org/business/hipaa/index.aspx?_ga=1.90013915.1702519970.1467121555

HIPAA laws as they pertain to psychologists and mental health laws in your state

Ragusea, A.S. & VandeCreek, L. (2003). Suggestions for the ethical practice of online psychotherapy. *Psychotherapy: Theory, Research, Practice, Training, 40*,

94-102.

Assignments

Week 3 Forum

Week 3 Information Interview

Week 4:

Lesson Scope

Managing Boundaries and Multiple Relationships

Professional Competence and Training Issues

Weekly Learning Objectives

Formulate ways to minimize risk and promote client welfare

Differentiate between boundary crossings and boundary violations

Characterize ethical issues in training therapists

Articulate the basis of screening candidates in training programs

Compare the purposes of licensing and credentialing

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapter 7 and 8

Younggren, J. (2002). Ethical decision-making and dual relationships. Online at

<http://www.kspope.com/dual/younggren.php>

Sonne, J. L. (2005). Nonsexual Multiple Relationships: A Practical Decision-Making Model For Clinicians. Online at

<http://kspope.com/site/multiple-relationships.php>

Assignments

Week 4 Forum

Week 5:

Lesson Scope

Issues in Supervision and Consultation

Issues in Theory, Practice, and Research

Weekly Learning Objectives

Analyze ethical and legal issues in clinical supervision and professional consultation

Explore how one's own theory of therapeutic technique pertains to ethical practice
Formulate arguments for and against the applications of clinical diagnoses
Examine ethical issues involved in managed care
Analyze ethical issues related to therapy research

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapters 9 and 10

Kraut, R., Olson, J., Mahzarin, B., Cohen, A., & Couper, M. (2004).

Psychology research online: Report of the scientific affairs advisory group on the conduct of research on the internet. *American Psychologist*, 59, 105-117.

Assignments

Week 5 Forum

Week 5 Case Analysis

Week 6:

Lesson Scope

Ethical Issues in Couples and Family Therapy

Ethical Issues in Group Work

Weekly Learning Objectives

Evaluate ethical issues related to working with couples and families
Analyze the ethical issues related to working with groups

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapters 11 and 12

American Association of Marriage and Family Therapists <http://www.aamft.org/>

Review licensing requirements for family therapists and licensed counselors in your state

Assignments

Week 6 Forum

Week 6 My Case Analysis

Week 7:

Lesson Scope

Ethical Issues in Community Work

Weekly Learning Objectives

Apply the responsibilities and roles of professional psychologists engaged in community work

Review and assess scientific literature critically

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapter 13

Assignments

Week 7 Forum

Week 8:

Lesson Scope

Recent and emerging ethical issues in professional psychology

Weekly Learning Objectives

Analyze the APA's position on National Security

Evaluate ethical and legal issues related to online therapy, assisted suicide and psychologists' interaction with the media.

Reading

Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole Publishing Company.

Chapter 5, pgs. 174-180

Ethics and National Security

<http://www.apa.org/independent-review/index.aspx>

Assisted suicide

<http://www.apa.org/about/policy/assisted-suicide.aspx>

Corporate funding and conflict of interest:

<https://www.apa.org/pubs/.../amp-6291005.pdf>

Media ethics

<http://www.apa.org/monitor/2008/04/ethics.aspx>

Assignments

Week 8 Forum

Evaluation

Forums

Weekly dialogue with classmates based on engagement with assigned course readings and/or related multi-media will take place in the online classroom on designated forums. While designed to promote lively discourse within a community of fellow learners, the dialogues are academic in nature and require a scholarly orientation.

ASSIGNMENTS

For each assignment, please ensure that your work is in APA format, with size 12 font, double spaced with 1-inch margins, and includes a title page and reference page. Each assignment should integrate a minimum of three supportive scholarly citations and references to support content and conclusions. Please proofread for grammar and spelling.

Case Analysis (Weeks 1, 2, 5)

After reviewing a case vignette, students will write 5-6 page paper that includes the following:

1. Description of at least 3 ethical and/or legal issues
2. Identification of relevant ethical codes
3. Explanation of 3 courses of action to resolve the issue
4. Description of the decision-making process for each course of action
5. Assessment of options that best upholds the ethical standards of the profession

MY CASE ANALYSIS (Week 6)

In this case analysis, students develop a hypothetical case for use as an educational tool for a couples and family therapy learning module. Students will identify three

ethical challenges a counselor might face in working with the hypothetical clients. Students will also describe the APA guidelines corresponding with each and how you would safeguard against ethics violations.

INFORMATION INTERVIEW (Week 3)

In the Information Interview, students will prepare ethics-based interview questions for a practicing psychologist and construct hypothetical responses.

Grading:

Name	Grade %
Assignments	68.00 %
Week 1 Case Analysis	12.50 %
Week 2 Case Analysis	12.50 %
Week 3 Information Interview	18.00 %
Week 5 Case Analysis	12.50 %
Week 6 My Case Analysis	12.50 %
Forums	32.00 %
Week 1 Forum	4.00 %
Week 2 Forum	4.00 %
Week 3 Forum	4.00 %
Week 4 Forum	4.00 %
Week 5 Forum	4.00 %
Week 6 Forum	4.00 %
Week 7 Forum	4.00 %
Week 8 Forum	4.00 %

Materials

Book Title: Issues and Ethics in the Helping Professions with 2014 ACA Codes, 9th ed.

Author: Corey/Corey/Corey/Callanan

Publication Info: Cengage

ISBN: 9781305389458

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes/tests, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web

services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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