PSYCHOLOGY 5342

PROFESSIONAL ETHICS & STANDARDS OF PRACTICE

FALL 2011

**Instructor:** Ollie J. Seay, Ph.D.

**Office:** Psy. Bldg., 216 E

**Phone:**  (512) 245-3167

**Email:** os12@txstate.edu

**Class Times:** Thursdays 6:30 – 9:20 p.m., Psy. Bldg., Room 211

**Office Hours:** Wednesdays 3:00 – 6:30 p.m., Thursdays 2:00 – 3:00 p.m., alternate Mondays 3:30 – 5:00 starting 8/29/11 & by Appointment

**Textbooks:** Pope, K.S. & Vasquez, M.J.T. (2011). Ethics in Psychotherapy and Counseling (4th ed.). Hoboken, N.J.: John Wiley & Sons.

Seay, O.J., Hays, J.R., & Edwards, C.N. (2010). Texas Law and the Practice of Psychology: A Sourcebook. Cedar Park, TX: Texas Psychological Association & The P3 Press.

Hays, J.R., Edwards, C.N. & Seay, O.J. (2010). Cases on Mental Health Law in Texas. Cedar Park, TX: Texas Psychological Association.

We will also use articles and web sites cited in this syllabus that are accessible by embedded links to the library or internet. The idea is to look at issues from the perspectives of ethical codes and guidelines, laws/statutes, rules of licensure boards in Texas, and case law. In particular, we will use the Texas Psychologists’ Licensing Act (Occupations Code Chapter 501) found at <http://www.statutes.legis.state.tx.us/Docs/OC/htm/OC.501.htm>, the Rules of the Texas State Board of Examiners of Psychologists found at <http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=3&ti=22&pt=21>, the Texas Professional Counselor Act (Occupations Code Chapter 503) found at <http://www.statutes.legis.state.tx.us/Docs/OC/htm/OC.503.htm>, and the rules of the Texas State Board of Examiners of Professional Counselors found at <http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=3&ti=22&pt=30>.

In this course, we will explore ethical issues and standards of practice that may arise with clients, their families, and in research settings associated with various areas of Health Psychology and counseling. We will discuss factors in decision-making and use class discussion and class presentations to further this knowledge. Application of ethical principles to real life situations will augment the learning process. Our method will be both didactic and through problem based learning vignettes. The vignettes used in this course are fictional and are not intended to portray any real persons or events, even those that are based on real persons or events.

**COURSE LEARNING OBJECTIVES:**

It is expected that students completing this course will demonstrate an advanced understanding of ethical obligations and issues within psychology.

More specifically, the following content objectives provide examples of the kinds of questions and concepts you should be prepared to discuss in this course via your course exam, presentations and papers. Specific exam questions and requirements in the course paper will demand that you be able to provide relevant and accurate responses to questions regarding these content objectives:

1. use professional standards and ethical principles to analyze client-professional interactions.
2. recognize ethical dilemmas and apply ethical decision-making models.
3. understand the ethical dilemmas related to different modalities of interactions with clients and their families.
4. understand the interaction between the psychologist/helping professional and the setting of practice.
5. identify competent practice in the world of diversity.
6. develop a tolerance for ambiguity, or recognition that there is often no ideal solution for a problem.

The short list above is a good sampling of the concepts you will learn in this course. To keep track of your understanding of such issues, you will be expected to participate in class presentations and discussions, write papers, and answer questions on an exam on ethical processes.

**GRADES FOR THE COURSE:**

Class Participation (10%) = 100 points

4 Reaction Papers (100 points each/30%) = 400 points

1 Class Presentation (200 Points/20%) = 200 points

Final Exam (30%) = 300 points

Total = 1000 points

**CLASS PARTICIPATION:**

All students are expected to have read the assigned readings for each class and be prepared to participate in class discussion of the material. You should be prepared to pose one question to the rest of the class about the readings in each class.

**REACTION PAPERS:**

Topics for Reaction Papers will be announced in class with instructions posted on TRACS. Students will respond with 4 to 5 page double-spaced, typewritten papers describing how the topic fits for them or affects them. These are meant to stimulate self-examination of personal values.

**CLASS PRESENTATIONS:**

Each presentation will use a case example assigned by Dr. Seay to illustrate real life ethical concerns. Presenters will need to delineate the issues in terms of ethical standards (APA or ACA), state laws, state agency rules, and case law, then lead a discussion on identifying decision-making factors and options to consider in resolving the case. Presenters will need a minimum of 3 outside references (articles or book chapters – some suggestions included with the case example) in addition to the case example and the other readings assigned to the whole class (The first presentations differ slightly form this format and have instructions provided). A sign-up sheet will be circulated in the 2nd class. At the time of the presentation, a 1-page summary of references should be done with APA style citations and distributed to the rest of the class. Due to class size, there may be 2 to 3 of these on some days, so make sure your presentation does not go over 30 minutes at most.

**FINAL EXAM:**

The take home final exam will be made up of short vignettes with essay questions over areas covered in the course. Students will need use the references in order to identify what portions of the ethical standards, state laws, rules of state agencies, and/or case law should apply in the situations presented.

**MAKE-UP POLICY:**

It is generally **NOT** my policy to give make-up exams or to accept late assignments. I do, however, realize that sometimes circumstances are beyond a student’s control. In such cases you **MUST** contact me prior to missing the exam/assignment or as soon after missing it as possible. Except in extreme circumstances, the missed exam/assignment must be made up within one week of the missed date. All make-up exams/assignments will require an excuse with documentation.

**SPECIAL NEEDS:**

Any student who believes that he/she has a need for special accommodations should contact the Student Disabilities Office which is located in the Student Center. I will gladly comply with their recommendations regarding special accommodations for any student who may qualify.

**NOTE TAKING AND RECORDING POLICY:**

You are authorized to take notes for your own personal use, but you are not authorized to record my lectures or reproduce materials without my permission.

## ASSESSMENT STATEMENT:

The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:

[http://www.psych.txstate.edu/assessment/](https://synergy.txstate.edu/owa/redir.aspx?C=747475e80fb544219a115916ba6a0461&URL=http%3a%2f%2fwww.psych.txstate.edu%2fassessment%2f)

**PSYCHOLOGY DEPARTMENT STATEMENT ON ACADEMIC HONESTY:**

Learning and teaching take place best in an atmosphere of intellectual fair-minded openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of education.

Texas State Policy: “Violation of the ‘Honor Code’ includes but is not limited to, cheating on an examination or other work, plagiarism, collusion and the abuse of resource materials.” (UPPS 07.10.01)

Psychology Policy: The study of psychology is best done in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors include: (1) passing off others work as one’s own, (2) copying off another person during an examination, (3) signing another person’s name on an attendance sheet, (4) in written papers, paraphrasing from an outside source awhile failing to credit the source or copying more than four words in a sequence without quotation marks and appropriate citation. The Psychology Department faculty believe that appropriate penalties for academic dishonesty include an “F” in the course and/or prosecution through the Student Justice System.

During an exam a student may be asked to change seats if I observe any problem. This does not mean that you are being accused of cheating; rather I am trying to prevent a potential problem from occurring.

**LECTURES & ASSIGNMENTS:**

**Classes begin Wednesday, August 24**

**Class 1 –** August 25 – Introductions, Expectations & Getting to Know Each Other.

**Class 2 –** September 1 –Getting oriented to ethics; ethics and critical thinking

**Read:** Pope & Vasquez – Preface, Chapters 1 & 2 and this article:

* [Training Ethical Psychologists: An Acculturation Model.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beT7intVKyqp5oy5zyit%2fk8Xnh6ueH7N%2fiVauorki2q7NQs6avPurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8IerqbRFr6OzUaTc7Yrr1%2fJV5OvqhPLb9owA&hid=6" \o "Training Ethical Psychologists: An Acculturation Model.) Handelsman, Mitchell M.; Gottlieb, Michael C.; Knapp, Samuel; Professional Psychology: Research and Practice, Vol. 36(1), Feb, 2005. pp. 59-65.

**Reaction Paper #1 Due**

**Class 3 –** September 8 – Ethics and Critical Thinking; Trust, Power & Caring; and Steps in Ethical Decision Making

**Read:** Pope & Vasquez – Chapters 3, 4, & 11 and these articles:

* [Ethics and the professional practice of psychologists: The role of virtues and principles.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beT7intVKyqp5oy5zyit%2fk8Xnh6ueH7N%2fiVauorki2q7NQs6avPurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8IerqK9FsKOvSLWc5Ifw49%2bMu9zzhOrq45Dy&hid=6" \o "Ethics and the professional practice of psychologists: The role of virtues and principles.) Jordan, Augustus E.; Meara, Naomi M.; Professional Psychology: Research and Practice, Vol. 21(2), Apr, 1990. pp. 107-114.
* [The psychology of making ethical decisions: What affects the decision?](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqxpbBIr6aeSrims1Kuq55Zy5zyit%2fk8Xnh6ueH7N%2fiVa%2but06uq7JJsa6khN%2fk5VXj5KR84LPufOac8nnls79mpNfsVfHb8EW1o7BFs62kfu3o63nys%2bSN6uLyffbq&hid=9) Lincoln, Sarah Hope; Holmes, Elizabeth K.; Psychological Services, Vol. 7(2), May, 2010. pp. 57-64.

**Presentation(s) on:**

1. **Ethical Decision Making:**
2. **Power to Name and Define:**

**(Note: these presentations do not have specific state statutes, rules, or case law associated with them, but they are addressed by ethics codes and many attempts at describing processes)**

**Class 4 –** September 15 – Competence and the Human Therapist, Self-Care & Professional Will

**Read:** Pope & Vasquez – Chapters 6, 7, 8 & Appendix A relevant section and these online resources:

* Texas State Board of Examiners of Psychologists Rule 465.9
* Texas State Board of Examiners of Psychologists Rule 465.32
* Texas State Board of Examiners of Professional Counselors Rule 681.41(In Code of Ethics subchapter)
* [Commentaries : Therapist Self-Care: Challenges Within Ourselves and Within the Profession](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUm3pbBIr6eeSbCwsUy4prU4v8OkjPDX7Ivf2fKB7eTnfLujskmxrrJQs662PurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8IerqbZFtKO0SLWc5Ifw49%2bMu9zzhOrq45Dy&hid=126)  Baker, Ellen K.; Professional Psychology: Research and Practice, Vol. 38 (6), December 2007. pp. 607-608.
* [A preliminary survey of counseling psychologists' personal experiences with depression and treatment.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUm3pbBIr6eeSbCwsUy4prU4v8OkjPDX7Ivf2fKB7eTnfLujskmxrrJQs662PurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8IerqbFFsqOySLCc5Ifw49%2bMu9zzhOrq45Dy&hid=126) Gilroy, Paula J.; Carroll, Lynne; Murra, Jennifer; Professional Psychology: Research and Practice, Vol. 33(4), Aug, 2002. pp. 402-407.

**Presentation(s) on:**

1. **Competence:**
2. **Self-Care:**

**Class 5 –** September 22 – Codes and Complaints & Responding to Complaints

**Read:** Pope & Vasquez – Chapters 9, 10 & Appendix A (APA Ethical Code & Guidelines) & these resources:

* **Those seeking LPC should review American Counseling Association Code of Ethics** <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> (Review)
* Texas Psychologists’ Licensing Act – Occupations Code Chapter 501 <http://www.statutes.legis.state.tx.us/Docs/OC/htm/OC.501.htm> (Review)
* **Those seeking LPC should review Texas Licensed Professional Counselor Act** – Occupations Code Chapter 503 <http://www.statutes.legis.state.tx.us/Docs/OC/htm/OC.503.htm> (Review)
* Texas State Board of Examiners of Psychologists Rule 465.35 <http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=21&ch=465&rl=35>
* Texas State Board of Examiners of Professional Counselors Subchapters K, L & M
* Texas State Board of Examiners of Psychologists Rules 469 <http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=22&pt=21&ch=469&rl=Y>
* Seay, Hays, & Edwards – pp. 213-216
* Hays, Edwards, & Seay – Cases on Malpractice

**Presentation(s) on:**

1. **Codes & Complaints:**

**Class 6 –** September 29 – Beginnings, Endings & Absences; Informed Consent/Refusal

**Read:** Pope & Vasquez – Chapters 13, 14 &Appendix A, ACA Code (LPC track), & these articles:

* [Mental health practitioners and HIPAA.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUm3pbBIr6eeSbint1KurZ5Zy5zyit%2fk8Xnh6ueH7N%2fiVbasrkqyrrVRtJzqeezdu33snOJ6u%2bbigKTq33%2b7t8w%2b3%2bS7iOrXq0quo7FFr6uxPuTl8IXf6rt%2b8%2bLqjOPu8gAA&hid=126)  Letzring, Timothy D.; Snow, Marilyn S.; International Journal of Play Therapy, Vol. 20(3), Jul, 2011. pp. 153-164.
* [Seeking an Understanding of Informed Consent](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beUbiqtlKuqZ5oy5zyit%2fk8Xnh6ueH7N%2fiVauns0%2bxr7ZLs6akhN%2fk5VXj5KR84LPufOac8nnls79mpNfsVe7o7UWxrqtKq6e1UavYpH7t6Ot58rPkjeri8n326gAA&hid=8)  Barnett, Jeffrey E.; Professional Psychology: Research and Practice, Vol. 38 (2), April 2007. pp. 179-182.
* Texas State Board of Examiners of Psychologists Rule 465.11
* Texas State Board of Examiners of Psychologists Rule 465.12
* Texas State Board of Examiners of Psychologists Rule 465.21
* Texas State Board of Examiners of Professional Counselors Rule 681.41 (in Code of Ethics section)
* Seay, Hays, & Edwards – pp. 47-52, 127, 270-273
* Hays, Edwards, & Seay – Cases on Informed Consent

**Presentation(s) on:**

1. **Beginnings, Endings & Absences:**
2. **Informed Consent (including working with couples, families, and groups):**

**Class 7 –** October 6 – Assessment, Testing & Diagnosis; Research

**Reaction Paper #2 Due**

**Read:** Pope & Vasquez – Chapter 15, Appendix A, ACA Code (LPC track) and these articles:

* Texas State Board of Examiners of Psychologists Rules 465.11, 465.16, 465.20, & 465.21
* Texas State Board of Examiners of Professional Counselors Rule 681.43 (In Code of Ethics section)
* Seay, Hays, & Edwards – pp. 27, 36, 56, 217-220
* [Psychological Research Online: Report of Board of Scientific Affairs' Advisory Group on the Conduct of Research on the Internet.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqypbBIr6eeSbCwslC4q644v8OkjPDX7Ivf2fKB7eTnfLujsU%2burLVPrqykhN%2fk5VXj5KR84LPufOac8nnls79mpNfsVd%2fj7kWzr6tKq6euTaTc7Yrr1%2fJV5OvqhPLb9owA&hid=111) Kraut, Robert; Olson, Judith; Banaji, Mahzarin; Bruckman, Amy; Cohen, Jeffrey; Couper, Mick; American Psychologist, Vol. 59(2), Feb-Mar, 2004. pp. 105-117.

**Presentation(s) on:**

1. **Assessment, Testing & Diagnosis (2 students):**
2. **Research:**

**Class 8 –** October 13 – Technology; Sexual Relationships & Nonsexual Relationships, etc.

**Read:** Pope & Vasquez – Chapters 5, 16, 17, & Appendix A, ACA Code (LPC track) and these articles and resources:

* Texas State Board of Examiners of Psychologists Rules 465.13 & 465.33
* Texas State Board of Examiners of Professional Counselors Rule 681.41 & 681.42
* [Psychotherapy using distance technology: A comparison of face-to-face, video, and audio treatment.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIr6eeSbCwsky4qrc4v8OkjPDX7Ivf2fKB7eTnfLujtkuuqrNQrq%2b2PurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvZ7Y2rqrdFsqOyUbec5Ifw49%2bMu9zzhOrq45Dy&hid=110)  X Day, Susan; Schneider, Paul L.; Journal of Counseling Psychology, Vol. 49(4), Oct, 2002. pp. 499-503.

* [Technological advances and telehealth: Ethics, law, and the practice of psychotherapy.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIr6eeSbCwsky4qrc4v8OkjPDX7Ivf2fKB7eTnfLujtkuuqrNQrq%2b2PurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8Yyrqq5Fr6OwRbaspH7t6Ot58rPkjeri8n326gAA&hid=110" \o "Technological advances and telehealth: Ethics, law, and the practice of psychotherapy.) Barnett, Jeffrey E.; Scheetz, Karin; Psychotherapy: Theory, Research, Practice, Training, Vol. 40(1-2), Spr-Sum, 2003. pp. 86-93.
* [The use of mobile telephones as adjuncts to cognitive behavioral psychotherapy.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIr6eeSbCwsky4qrc4v8OkjPDX7Ivf2fKB7eTnfLujtkuuqrNQrq%2b2PurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8IerqbdFs6OzTLSc5Ifw49%2bMu9zzhOrq45Dy&hid=110) Boschen, Mark J.; Casey, Leanne M.; Professional Psychology: Research and Practice, Vol. 39(5), Oct, 2008. pp. 546-552.
* [Nonromantic, nonsexual posttherapy relationships between psychologists and former clients: An exploratory study of critical incidents.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beUbiqtlKuqZ5oy5zyit%2fk8Xnh6ueH7N%2fiVauns0%2bxr7ZLs6akhN%2fk5VXj5KR84LPufOac8nnls79mpNfsVe7o7UWwratJq6u3PuTl8IXf6rt%2b8%2bLqjOPu8gAA&hid=8) Anderson, Sharon K.; Kitchener, Karen S.; Professional Psychology: Research and Practice, Vol. 27(1), Feb, 1996. pp. 59-66.
* Seay, Hays, & Edwards – pp. 3-9, 147-148; 284

**Presentation(s) on:**

1. **Technology:**
2. **Sexual & Nonsexual Relationships (2 students):**

**Class 9 –** October 20 – Culture, Context, & Individual Differences; & Supervision

**Read:** Pope & Vasquez – Chapters 18, 21, Appendix A, ACA Code (LPC track) and these articles and resources:

* [Guidelines on multicultural education, training, research, practice, and organizational change for Psychologists.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beULimrlKypp5oy5zyit%2fk8Xnh6ueH7N%2fiVauorku1rLFOt6mwPurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvX64irq7ZFs6OxT7Wc5Ifw49%2bMu9zzhOrq45Dy&hid=6" \o "Guidelines on multicultural education, training, research, practice, and organizational change for Psychologists.) American Psychological Association; American Psychologist, Vol. 58(5), May, 2003. pp. 377-402.
* Texas State Board of Examiners of Psychologists Rules 465.2 & 465.9
* Texas State Board of Examiners of Professional Counselors 681.41
* Seay, Hays, & Edwards – pp. 221-232, 251-252, 274

**Presentation(s) on:**

1. **Culture, Context & Individual Differences:**
2. **Supervision:**

**Class 10 –** October 27 – Confidentiality, Responding to Suicidal Risk

**Read:** Pope & Vasquez – Chapters Chapter 19, 20, Appendix A, ACA Code (LPC track) and these articles and resources:

* [Outpatient psychotherapy with dangerous clients: A model for clinical decision making.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beUbiqtlKuqZ5oy5zyit%2fk8Xnh6ueH7N%2fiVauns0%2bxr7ZLs6akhN%2fk5VXj5KR84LPufOac8nnls79mpNfsVe7o7UWwrKtNq6q2TKTc7Yrr1%2fJV5OvqhPLb9owA&hid=8) Truscott, Derek; Evans, Jim; Mansell, Sheila; Professional Psychology: Research and Practice, Vol. 26(5), Oct, 1995. pp. 484-490.
* [Towards evidence-based suicide prevention programs.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIr6eeSbiqs1KxqJ5Zy5zyit%2fk8Xnh6ueH7N%2fiVauusUiyq7ZIt66khN%2fk5VXj5KR84LPufOac8nnls79mpNfsVeHo50WxqKtLq6evT6Tc7Yrr1%2fJV5OvqhPLb9owA&hid=110) Yip, Paul S. F.; Crisis: The Journal of Crisis Intervention and Suicide Prevention, Vol. 32(3), 2011. pp. 117-120.
* Texas State Board of Examiners of Psychologists Rule 465.12
* Texas State Board of Examiners of Professional Counselors 681.45
* Seay, Hays, & Edwards – pp. 83-85, 94-97, 121, 133-141, 148, 250-251
* Hays, Edwards, & Seay – cases on Privacy, Confidentiality, & & Privilege; cases on Duty to Warn & Protect

**Presentation(s) on:**

1. **Confidentiality (include working with couples, families and groups) (2 students):**
2. **Responding to Suicidal Risk:**

**Class 11 –** November 3 – Forensic Issues

**Reaction Paper #3 Due**

**Read these articles and rules:**

* [When worlds collide: Therapeutic and forensic roles.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beT7intVKyqp5oy5zyit%2fk8Xnh6ueH7N%2fiVauorki2q7NQs6avPurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8IerqbZFsKOvSrec5Ifw49%2bMu9zzhOrq45Dy&hid=6" \o "When worlds collide: Therapeutic and forensic roles.) Greenberg, Stuart A.; Shuman, Daniel W.; Professional Psychology: Research and Practice, Vol. 38(2), Apr, 2007. pp. 129-132.

* [Navigating the nuances: A matrix of considerations for ethical-legal dilemmas.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqvpbBIrq%2beT7intVKyqp5oy5zyit%2fk8Xnh6ueH7N%2fiVauorki2q7NQs6avPurX7H%2b72%2bw%2b4ti7iOLepIzf3btZzJzfhrvm8Ierqa5Fs6OyUbOc5Ifw49%2bMu9zzhOrq45Dy&hid=6" \o "Navigating the nuances: A matrix of considerations for ethical-legal dilemmas.) Hansen, Nancy Downing; Goldberg, Susan G.; Professional Psychology: Research and Practice, Vol. 30(5), Oct, 1999. pp. 495-503.
* Specialty Guidelines for Forensic Psychologists. <http://www.ap-ls.org/links/currentforensicguidelines.pdf>
* Texas State Board of Examiners of Psychologists Rule 465.18
* Seay, Hays, & Edwards: pp. 21-31, 56-59; 69-81, 116, 98, 127-133, 143-147
* Hays, Edwards, & Seay: Cases in Reporting Abuse, Neglect & Mistreatment; Dangerousness; Involuntary Civil Commitment; Intellectual Disability & the death Penalty; Scope of Expert Witness testimony, Expert Witness Immunity; Child Witnesses and the Confrontation Clause

**Presentation(s) on:**

1. **Forensic Issues:**
2. **Abuse, Neglect, Exploitation of Children, Elderly, & Disabled:**

**Class 12** – November 10 – The Business of Psychology & Helping

* [Legal and ethical issues in billing patients and collecting fees.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqxpbBIr6aeSrims1Kuq55Zy5zyit%2fk8Xnh6ueH7N%2fiVa%2but06uq7JJsa6khN%2fk5VXj5KR84LPufOac8nnls79mpNfsVe7p8kWxpqtJq6izPuTl8IXf6rt%2b8%2bLqjOPu8gAA&hid=9) Knapp, Samuel; VandeCreek, Leon; Psychotherapy: Theory, Research, Practice, Training, Vol. 30(1), Spr, 1993. pp. 25-31.
* [Considerations for ethical practice in managed care.](http://web.ebscohost.com.libproxy.txstate.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZLsK%2b0TrSk63nn5Kx95uXxjL6urUqxpbBIr6aeSrims1Kuq55Zy5zyit%2fk8Xnh6ueH7N%2fiVa%2but06uq7JJsa6khN%2fk5VXj5KR84LPufOac8nnls79mpNfsVe7o7UWxpqtOq6u0S6Tc7Yrr1%2fJV5OvqhPLb9owA&hid=9) Acuff, Catherine; Bennett, Bruce E.; Bricklin, Patricia M.; Canter, Mathilda B.; Knapp, Samuel J.; Moldawsky, Stanley; Phelps, Randy; Professional Psychology: Research and Practice, Vol. 30(6), Dec, 1999. pp. 563-575.
* Texas State Board of Examiners of Psychologists Rules 465.5, 465.6, & 465.15

**Presentation(s) on:**

1. **Business of Psychology:**

**Class 13 –** November 17 – **NO CLASS DR. SEAY AT TEXAS PSYCHOLOGICAL ASSOCIATION CONVENTION IN SAN ANTONIO**

**Class 14 – November 24** – **NO CLASS – THANKSGIVING HOLIDAY**

**Class 15 – December 1** – Review for Final

**Presentation:**

**Reaction Paper #4 Due**

**Final – December 8 – 8:00 – 10:30 – TAKE HOME FINAL EXAM DUE**