

**ARGOSY UNIVERSITY  
HAWAII CAMPUS**

**PROFESSIONAL ETHICS AND CONDUCT PP7100A  
COURSE SYLLABUS  
SUMMER 2003**

**Jack S. Annon, Ph. D. ABFP**

Course: PP 7100A  
Dates: 9 am to 5 pm Saturdays, June 28, July 5, 12; Sunday July 13;  
Saturday July 19, and Sunday July 20.  
Contact time: Monday through Sunday, 9:00 a.m. – 4:30 p.m.  
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**COURSE OBJECTIVES**

This course is designed to provide you with an overview of the vast array of National and State ethical codes, mandatory codes of conduct, numerous APA and Practice Directorate Guidelines and Policies that attorneys are using as "standards of practice" to question and cross examine, relevant Federal and State laws, and requirements of Licensing Boards and other Regulatory Bodies; as well as limits to confidentiality, informed consent, record keeping, billing, money matters, and other issues that may affect your research and professional practice; and to furnish you with strategies for preventing, identifying, and resolving ethical and legal dilemmas in order to maintain a high level of professional and ethical conduct.

**COURSE FORMAT**

The course will consist of lectures, guest lectures, role-playing, and student participation; in conjunction with numerous relevant audio/visual aids, such as videotapes, slides, overheads, audiotapes, newspaper and magazine articles, and handouts.

**COURSE REQUIREMENTS**

It will be assumed that you will have completed the assigned readings and therefore can regularly participate in class discussions. Many of the controversial questions we discuss will have no "right" or "wrong" answers. The personal views you express in class, or in papers, or presentations will not affect your grades, so please feel free to say what you really think, to disagree with me and with other students, and to present reasoned arguments to support your own viewpoint.

**Class Participation.** This counts 10% of your course grade. If you find it difficult to get a word in, perhaps we will be able to structure the format so that you will be more comfortable. If you tend to dominate discussions, please give others a chance, as participation quality is more important than quantity, and it is important to listen to what others have to say.

**Paper and Presentation.** You will be responsible for one paper and a class presentation based on that paper. Your presentation and paper (12 to 15 double spaced, typewritten pages, **not** counting references or title page using at most a 12 point font or less) is due on July 13, 2003. You will have fifteen minutes to make your presentation and then allow 5 minutes for questions, suggestions, and discussion from you classmates.

The purpose of the paper is to write an analytical paper that examines in depth a professional ethical issue in psychological research and/or clinical practice. You should write a coherent essay that makes a few points clearly. The paper should show that you have done library research, and where appropriate, interviews, or other original research. Do not restrict your research to newspaper or popular magazine articles.

The paper should be issue based, research based, and, if relevant, legally based. Literature should integrate how issues and research may affect ethical practice and perhaps court rulings. Major court cases and rulings (statutory and case law) should be included, if relevant, in the paper.

In your paper, you should not just summarize what other people have said about your topic. Instead critically analyze the issue, seeking to prove a point and show why alternative perspectives may be wrong. Use the APA style for references and footnotes. You should use books, review articles, original research published in professional journals, or, if appropriate, newspaper or magazine articles or organization pamphlets.

Your topic will be selected from the suggested list that is provided in your course reader, or you may select another topic of your choice according to your own interest, with my approval. Many students do much better work writing papers than taking comprehensive examinations, therefore the paper and presentation will count for 55% of your course grade. You will gain the most if you put serious effort into the assignment.

**Quiz.** There will be a quiz on the required readings and my class presentations on July 19. The Quiz will count for 15% of your course grade.

**Final Exam.** There will be a final exam on the last day of class, which will count for 15% of your course grade.

**Attendance.** It is expected that you will be present for all class sessions. If you miss more than 6 hours of any class for any reason, you will be dropped from the course. Class starts at the scheduled time and continued lateness will be considered as an absence. No incomplete will be given unless prior arrangements have been made with me in writing. Attendance will count for 5% of you course grade.

**Extra Credit.** In order to receive extra-credit, you must write a brief critical analysis or concept paper on an ethical issue (approximately 3-5 typed written double spaced pages, not counting references, using a 12 point font or less) on any journal article or book chapter listed in the non required recommended readings of this syllabi.

In each paper, get to your point quickly. Do not summarize the readings. Do not do library research. Instead, critically evaluate controversial issues, expressing your own views and justifying why you think you are correct. You should develop a single theme in depth rather than comment superficially on any topic. You do not have to be objective about the topic. I want to know what you think, but you do have to be fair in considering alternative perspectives. The ideal paper would be an analytical, persuasive, and a personal elaboration on a single theme.

You might consider such questions as: What surprised you about the reading and why? How does the topic relate to your views about professional practice and psychological ethics? How does the topic reconcile conflicts between law and psychology? Between paternalism and individual rights? Between free will and determinism? What are the social consequences of this topic? How does this relate to public affairs? What are the professional consequences of this topic? How does it affect mental health professionals? How does this question relate to your understanding of mental health practice, ethics, and the law? Why is the topic important to you?

You may earn up to 5 percentage points for each paper, with maximum of 10 percentage points for two papers toward your course grade.

**Evaluation.** Like many professors, I don't really believe in grading. It is not only a difficult, but also a frustrating task. Reducing a subjective evaluation to a single letter is a gross over-simplification. I would much rather provide evaluative feedback in the form of one to one conferences and written comments.

Unfortunately, grading fosters excessive competition at the expense of real learning, and makes distinctions among you for the benefit of social institutions over which you have little control. Thus, although the significance of any one grade is less than you may think, worrying is inevitable when your GPA can affect graduation honors, admission to postgraduate education, and careers.

Despite these misgivings, I have to assign grades, and I take the task seriously. Grades on assignments reflect my appraisal of your work at this particularly time so that you can assess your progress. I try to avoid inflation, and use the grading system as follows:

Area	Percentage of Grade
Attendance	5
Class participation	10
Paper and Presentation	55
Quiz	15
Final Exam	<u>15</u>
	100

- A (91-100) Excellent (Outstanding, Unusual, Superior)
- B (81-90) Good (Above Average, Better than Required)
- C (71-80) Fair (Average, Adequate, Satisfactory) Failure
- D (61-70) Marginal but passing (Below Average, Poor) Failure
- U (0-60) Unsatisfactory (Failure)

**Caveats.** All requests for individual student exceptions to any of the above must be submitted in writing and include appropriate documentation. The course syllabus, schedule, guest lecturers, and content areas are subject to change due to weather, subpoenas, and other unforeseen circumstances.

**Readings.** The course book may be purchased from Professional Image, Inc., 2633 South King Street, across from Puck's Alley.

**Course Syllabus**

**Date:**

**Topics**

June 28  
Saturday  
9 am to 5 pm.

INTRODUCTION; (Paper topics--Common ethical problems-  
Problem solving approach)

APA ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND  
CODE OF CONDUCT.

RELATED CASES AND MATERIALS (Subpoena for records--Test data--Dual relationships--Liability--Legal, ethical, clinical pitfalls--Biases--Managed care--Archival research--Confidentiality and sexuality--Unqualified statements--Termination issues--Sexual misconduct)

APA ETHICS COMPLAINT PROCEDURE (Necessary information--Rules & Procedures--Complaint form)

July 5  
Saturday  
9 am to 5 pm

HPA BYLAWS (December 11, 1998 Bylaws)

Rules and Procedures of the HPA Ethics Committee  
(December 11, 1998 R&R)

APA GUIDELINES FOR PROVIDERS OF  
PSYCHOLOGICAL SERVICES (General area--Specialty areas: clinical, counseling, industrial, organizational, and school--Research--Sexism--Teaching in secondary schools--populations--Child custody evaluations--Interpersonal violence--Child protection matters--Dementia and age related cognitive decline)

Record keeping--Ethnic, linguistic, and culturally diverse

NEUROPSYCHOLOGICAL PRACTICE

SPECIALTY GUIDELINES FOR FORENSIC PSYCHOLOGISTS (1991 Guidelines);

RELATED CASES AND MATERIALS (Forensic ethical dilemmas--Civil problems--Courtroom problems--Attorney/Psychologist relationships--Interprofessional legal relationships)

July 12  
Saturday  
9 am to 5 pm

ASSOCIATION OF STATE AND PROVINCIAL PSYCHOLOGY BOARDS (Licensing, certification, registration, chartering, and Credentialing-Model act for licensure--Code of conduct--Definition of "doctoral degree")

HAWAII STATE LAWS PERTAINING TO PROVIDERS OF PSYCHOLOGICAL SERVICES (Psychologists law--R&R--Proposed R&R changes--Child abuse--Mandated reporting--Elderly, mentally, physically impaired--Health care professionals--Medical records--Psychologist-client privilege)

RESOLVING ETHICAL ISSUES (International scientific and ethical standards--Models for ethical decision making--Beyond ethical decision making--Eight step ethical decision making process)

July 13  
Sunday  
9 am to 5 pm

Student Paper Presentations (15 minutes each, with five minutes for other student response and discussion of relevant issues)

Quiz on assigned readings and class presentation

July 19  
Saturday  
9 am to 5 pm

Presentation of Ethical Dilemmas through Role-play and Video and Audio Tapes; Followed by Small Rotating Group Problem Solving Training Exercises

July 20  
Sunday  
9 am to 5 pm

Presentation of Ethical Dilemmas through Role-play and Video and Audio Tapes; Followed by Small Rotating Group Problem Solving Training Exercises (Continued)

Final Examination

## **Bibliography, Required and Recommended Readings, and Resource Materials**

### **"@" Indicates Required Reading**

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***Association of State and Provincial Psychology Boards Guidelines for Defining "Doctoral Degree in Psychology" (1977)***

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(Rev. 6/15/003)