**ETHICAL AND LEGAL ISSUES IN FORENSIC PSYCHOLOGY**

**Fall Quarter 2019, CPSY 4310**

**Thursdays, 3:00 – 5:50**

**AHB 133**

**Instructor:** Cassandra Bailey, Ph.D.

**Email:** cassandra.bailey@du.edu

**Telephone:** (303) 871-4803

**Office Hours:** By appointment (Annex Building, 127)

**COURSE DESCRIPTION**

This course is designed to examine the ethical principles of psychology and the ethical dilemmas psychologists often face in their career, as well as how to maneuver through ethical dilemmas. This course will help provide a solid foundation for learning how to categorize ethical problems, understanding the principles and standards that apply to various situations/ethical problems, and developing a decision-making structure for handling ethical dilemmas.

We will use the American Psychological Association (APA) Ethical Standards as the foundation for our class, but we will complement those standards with important contributions specific to forensic psychology. We will do this by carefully reviewing the APA Specialty Guidelines for Forensic Psychology and supplemental readings. In this way, I hope to help prepare you to successfully approach and solve ethical problems in both forensic and non-forensic settings.

**COURSE OBJECTIVE**

This course will address several major learning goals identified by the American Psychological Association through the attainment of multiple student learning outcomes (SLOs). Through your work in this class, you will meet the following objectives:

1. Students will articulate the ethical principles and standards of the American Psychological Association Specialty Guidelines for Forensic Psychology.
2. Students will analyze how to approach and categorize ethical situations in psychology.
3. Students will delineate a decision-making process to successfully guide them through ethical dilemmas.
4. Students will discuss the legal system and relevant laws governing professional practice.
5. Students will apply the rules and procedures of the American Psychological Association regarding sanctions against ethical complaints, as well as understand the roles of various compliance and monitoring agencies regarding professional ethics in psychology.
6. Students will investigate their personal ethics and morals as they relate to their own professional identity.
7. Students will produce high-quality written responses to ethical complaints.

**MAFP COMPETENCIES**

These competencies represent the foundational and functional scaffolding around which the MAFP program is structured:

* *Professionalism*: Professional values and ethics as evidence in behavior and comportment that reflects integrity and responsibility.
* *Reflective Practice/Self-Assessment/Self-Care*: Practice conducted with personal and professional self-awareness and reflection, with awareness of competencies and with appropriate self-care.
* *Scientific Knowledge and Methods*: Grounded in critical thinking, this competency involves the understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan; and respect for scientifically derived knowledge.
* *Relationships*: Relate effectively and meaningfully with individuals, groups, and/or communities.
* *Individual and Cultural Diversity*: Awareness, sensitivity and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics, defined broadly and consistent with APA policy.
* *Ethical Legal Standards and Policy*: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
* *Assessment*: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
* *Intervention*: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

**REQUIRED READINGS**

**Required Text**

Fisher, C. B. (2016). *Decoding the ethics code: A practical guide for psychologists.* Sage: Thousand Oaks, CA.

**Required Guidelines:**

In addition, students should become familiar with the APA Ethics Code and the most recent Specialty Guidelines for Forensic Psychology.

* American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* American Psychological Association: Washington, D.C. 1-16.
* American Psychology-Law Society. (2012). Specialty guidelines for forensic psychology. *American Psychologist*, *68*(1), 7-19.

**Required Articles:**

Other readings listed in the syllabus and found on Canvas. Additional readings may be required.

**Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association*, (7th ed.). Washington, DC. ISBN: 1433832178

**CLASS REQUIREMENTS**

**Assessment and Grading**

Grades for the course will be based on the following:

|  |  |
| --- | --- |
| Participation & Attendance | 15% |
| Ethical Dilemma | 30% |
| Debate | 20% |
| Final Paper | 35% |
| **Total** | **100%** |

There will be no curving or make-up exams/assignments. Grades will be based on the plus/minus system and will be distributed as follows (please note there is *no* A+ or D):

|  |  |
| --- | --- |
| **Average Points** | **Course Grade** |
| 93 - 100% | A |
| 90 – 92% | A- |
| 87 – 89% | B+ |
| 83 – 86% | B |
| 80 – 82% | B- |
| 77 – 79% | C+ |
| 73 – 76% | C |
| 70 – 72% | C- |
| 69% and below | F |

Extra credit may be awarded depending on performance in in-class debates (see below).

**Participation & Attendance (15%)**

By the nature of the class topic, this is not a lecture-based course. Ethics is an active process, and there is rarely one simple, definitive answer when it comes to ethics. Therefore, a good portion of this class will involve group discussion. I want to hear from you and learn about your thoughts on the topics we go over.

Class participation will be graded on your engagement during class: asking and answering questions, participating in assignments and class exercises, and staying focused in class. When grading student participation, I consider both the frequency and the content of what a student says. I consider if they are listening to the discussion or are involved in other activities. Grading of student class participation is inherently subjective, in part, but not necessarily arbitrary or capricious. I will ask myself some of the following types of questions in evaluating your performance: Does it seem like the student has read the assigned material? Does the student move beyond simple recitation of key points to more active exploration of ideas? How does the student grapple with new ways of looking at her/his experiences and/or the perspectives offered by others? Are the student’s comments helpful to others? Is the student respecting what other students (and I) are contributing? Is the student participating in a variety of ways?

**Due to the nature of the course material and the class being primarily discussion-based, laptops and cell phones are not needed for success in this course. Other than using a computer to take notes, please do not utilize laptops, cell phones, or other electronics during class, especially during discussions and debates. I am more than willing to share any class materials I use in class. Please speak with me if you have concerns or issues regarding this policy.**

This class will rely heavily on participation from all students. It is important that you attend class and complete the reading assignments prior to the respective class. Two excused absences are permitted during the quarter. If you miss more than two class periods (as determined on a case-by-case basis by the instructor), you will not be able to pass this course.

**Ethical Dilemma (30%)**

You will be required to create an original scenario containing multiple ethical dilemmas applicable to psychologists (who may or may not be serving within a forensic capacity). The dilemmas must not be those in which there is an obvious or straight-forward solution (e.g., committing fraud or having sexual relations with a client). The dilemmas must not be based on a published dilemma or one that we have discussed in class. Students are strongly encouraged to tackle an ethical dilemma that they perceive could occur in the settings in which they intern or foresee working to increase the realism and relevance for future clinical considerations. For this assignment, 50% of the grade will come from your write-up and 50% will come from your in-class presentation.

Regarding the written submission, students should format their dilemmas similarly to the cases presented in Appendix A of Fisher (2016) in which a vignette is presented followed by explicit delineation of the ethical dilemma (discussion questions and suggested readings are not needed). You are then asked to address each of the components outlined by Fisher (2016) on resolving ethical dilemmas. In order to incorporate requisite ethical principles, students will need to refer to the APA Ethics Code, the Specialty Guidelines for Forensic Psychology (if applicable), and other relevant guidelines.

In presenting the ethical dilemma to the class, students will be expected to orate the components of their written submission to the class *without* reading from their written submission. Presentation days will be chosen on the first day of class. Multiple students may present on a single day, so presentations should take up to 10 minutes.

Submission of your written product will be due by the end of class on the day you present and will be turned in directly to me, printed on paper. Papers should be double-spaced in Times New Roman, 12-pt font with 1-inch margins. Please be as concise as you feel necessary to complete the assignment. No submission should be longer than 4 pages.

**Debate (20%)**

After individual presentations, we will have class debates. Debate topics coincide with the cases in Appendix A of Fisher (2016; see syllabus below). During this time period, your attention should be on the debate rather than taking notes. Everyone will participate in each debate. No sides will be assigned, and it is up to you to determine your stance on the topic, even if as devil’s advocate. Your position must be supported by the standards and guidelines, as well as your own personal thoughts.

At the end of the debate, your peers (i.e., the rest of the class), will decide on two people with differing opinions who had the most cogent argument and scientific support for their opinion. These two students will receive 5 points of extra credit.

**Paper (35%)**

For your final assignment you will be required to write one 8 to 10-page (double-spaced, Times New Roman, 12-pt font with 1-inch margins) paper applying ethical concepts to a topic of your choice. The final paper is expected to cover a relevant legal or ethical issue in forensic psychology and to include a discussion of the relevant ethical guidelines and the relevant literature, including legal literature or court decisions. Students will incorporate peer-reviewed journal articles that differ from the assigned readings to demonstrate their ability to conduct an article search and extract relevant information from the publication. Additional information and a grading rubric will be posted on Canvas.

You must submit a brief summary of your topic for my approval via Canvas by **October 28th at midnight.** The Final Paper will be due **November 18th at midnight** and must be submitted through Canvas.

**LATE POLICY FOR ASSIGNMENTS: If you are not in class the day an assignment is due, you may email the assignment to me or turn it into my mailbox the same day by the end of scheduled class time (5:50 PM). This is not applicable for days you are scheduled to present in some capacity. If you have an unavoidable conflict with a presentation day please e-mail me ASAP so we can figure something out.**

**25% of the points for the assignment will be deducted for each CALENDAR DAY that an assignment is late.**

**If you miss a class, you must contact me within 48 hours in order to be able to make up any missed work. *If you know you will be missing an assignment beforehand with a valid excuse, let me know as soon as possible. I will be more willing and able to work with you the earlier you bring issues to my attention.***

**POLICIES AND RESOURCES**

**Policies Related to COVID-19**

It is the expectation that you attend class in person as required unless you have made alternative arrangements with me prior to the start of class due to illness, medical reasons, extenuating circumstances, or the need to isolate or quarantine due to COVID-19. As in any in-person course, attendance and participation are crucial for a complete understanding of course material. In choosing to attend the University of Denver, you’ve chosen to join a larger Community of Care, which means you’ve chosen specific responsibilities—including in this class. By enrolling in the University of Denver and in this course, you have agreed:

* Not to attend class when you’re sick.
* Not to attend class when you’ve been exposed to people who have or may have COVID-19.
* To follow the university’s masking policy

According to university policy: “When the University places DU students or personnel in isolation or quarantine, the individual will receive documentation within their MyHealth record to provide to instructors regarding the duration of their quarantine or isolation and when and under what conditions they may return to in-person activities. The student is responsible for providing this documentation to instructors. The DU COVID Team can provide verification of a student’s need to be isolated/quarantined should there be any question regarding compliance with University attendance and related COVID-19 policies. If a student must miss an in-person session due to illness (prior to having results from a COVID-19 test or when experiencing other symptoms of a communicable illness), the usual sickness policies should apply to the missed session. For example, if the instructor would normally require a doctor’s note, that policy should apply. If a student receives a positive COVID-19 test off-campus or is notified by a public health authority about the need to quarantine, they must provide this notification at [reportCOVID@du.edu](mailto:reportCOVID@du.edu) or by calling 303-871-COVD. The University will then place the student in isolation and quarantine pursuant to University protocols, and this policy will apply.”

*Masking*

University of Denver continues to use an alert level system from clear (low risk, high vaccination) to purple (severe risk). See [here](https://www.du.edu/coronavirus/health-wellness/alert-levels) for details. At certain levels, mask requirements vary depending on your vaccination status.

As we begin the fall term with level green, the following guidelines are in place based on vaccination status.

Unvaccinated Individuals: In level green, people without verified full vaccination must wear face coverings at all times except in private offices or residential rooms or while actively eating or drinking.

Vaccinated Individuals: Face coverings also are required for fully vaccinated individuals indoors for all classes and all in-person meetings/events with 5 or more people, except while actively speaking/performing at six feet or more distance from others.

Should the university transition to level “clear”, campus policy states, “all DU personnel and students without verified full vaccination records must wear face coverings/masks at all times while indoors. Anyone may choose to wear a face-covering/mask at any time for any reason. While individuals with specific health risks or vulnerabilities may ask coworkers or classmates to wear a mask, because the University policy does not require individuals who are fully vaccinated to wear face coverings/masks, this cannot be required.”

*Faculty Masking*

Per campus policy, when the campus alert level is green, vaccinated individuals may remove their mask for speaking so long as 6 feet of social distancing between the speaker and the audience is maintained. When the campus alert level is blue, that distance increases to 12 feet. If campus alert levels allow, I will not be wearing a mask while lecturing at a distance. Regardless of campus alert levels, if you would like to speak with me in close quarters (before/after class or in my office), I will wear a mask and would prefer it if you would, too.

*Assigned Seating*

To assist in contact tracing efforts, DU faculty have been asked to utilize assigned seating. I will finalize the chart by 9/21/2021. Please help me by committing to sit in the same place each class day.

*Eating in Class*

To assist in COVID mitigation, students are not permitted to eat during classes, except where a student has an approved accommodation through the Disability Support Program (DSP). Please plan accordingly.

**Writing Style**

This course will utilize the APA 7th Edition Style Writing Guide for all written assignments. Failure to comply with this writing style will result in points deducted from each writing assignment as will be indicated on the assignment rubric provided to you. The following resource is a useful reference in preparing your written work in APA style.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7th ed.). Washington, DC.

**Statement about Professional Writing:**

GSPP students are encouraged to take advantage of the Writing Center’s peer consultation offerings. Graduate student consultants in the Center offer individual consultations and small-group workshops that address everything from generating ideas and navigating new genres to crafting strong sentences and documenting sources. They work with you to:

* discuss any writing project at any stage of your process;
* identify opportunities for development and revision;
* navigate new genres and writing situations;
* develop effective writing strategies and practices; and
* identify and use relevant resources.

Discussing writing practices and texts benefits writers at all levels of education and confidence.

In fall 2021, consultations and workshops will be offered online via Zoom and in person in the Writing Center in Anderson Academic Commons. View our schedule—which may vary depending on campus COVID levels—at [du.mywconline.com](http://du.mywconline.com/).

For more information, including instructions on how to make appointments, prepare for consultations, and access writing and citation resources, visit <https://portfolio.du.edu/writingcenter>.

**Research Center Services:**

The University Libraries Research Center ([http://libraryhelp.du.edu](http://libraryhelp.du.edu/)) will be maintaining services in person and virtually through chat and email during our regular hours. Please contact us through chat or email for the quickest response time. Research consultations will be offered virtually through Zoom and in person, and can be scheduled online at this link (<https://du.libcal.com/appointments/researchcenter>). Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography.

The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate.   
  
Please check the [Libraries' COVID-19 page](https://library.du.edu/covid19/index.html) for up-to-date information on our libraries' services. Computer support is available from the[University Technology Support (UTS) Help Center](http://www.du.edu/uts/helpdesk/). GSPP works closely with our liaison Social Sciences Librarian, Jenny Bowers. Her email is [jennifer.bowers@du.edu](mailto:jennifer.bowers@du.edu).

**Students with Disabilities/Medical Issues:**

Students who have disabilities, medical or mental health conditions wanting to request accommodations should contact the Disability Services Program (DSP). Information is also available online at the [DSP website](http://www.du.edu/studentlife/disability/dsp/) or see the [DSP Handbook](https://www.du.edu/studentlife/disability-services/media/documents/dsp_student_handbook.pdf).  Students wishing to request COVID-19 related adjustments can find information about the request process by visiting the [COVID-19 Requests](https://www.du.edu/studentlife/disability-services/covid-19/index.html) page on the DSP website or by contact DSP at; 303.871.3241; 1999 E. Evans Ave.; Suite 440 Ruffatto Hall.

**Information about Academic Integrity:**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Please examine the University of Denver’s Honor Code, Community of Care, and Student Rights and Responsibilities documents, which are posted on the website of DU’s Office of Citizenship and Community Standards (<http://www.du.edu/studentlife/studentconduct/index.html>). All members of the University community, including students, faculty, staff, administrators and trustees, are entrusted with the responsibility of observing these ethical goals and values as they relate to academic integrity and must not commit any intentional misrepresentation or deception in academic or professional matters.

**GSPP Resources:**If you have questions or concerns at any time during your training here at the GSPP, you may speak with any professor; your advisor; another faculty member, staff member, or administrator you trust; Dorothy Hansen, Psy.D., the GSPP Student Advocate (at 303.756.3002 or [dorothyhansen6@gmail.com](mailto:dorothyhansen6@gmail.com)); or the University Ombuds (at [ombuds@du.edu](mailto:ombuds@du.edu) or 303.871.4712).

**Religious Accommodations Policy:**

As part of its commitment to diversity and Inclusive Excellence, the University provides reasonable accommodations for students’ sincerely held religious beliefs or practices unless the University determines that such an accommodation would fundamentally alter the curriculum or academic program. Students are expected to examine the course syllabus for potential conflicts with religious beliefs or practices, and submit the Religious Accommodation Request webform to seek accommodation. [Requests for absences from an internship or externship, field placement, or other practical learning experience outside the classroom will be assessed on an individual, case-by-case basis in consultation with the University placement supervisor and the field placement supervisor.] Students who have conflicts with the overall class or experience schedule, such as the time and date the class is offered, are encouraged to find an alternative section for the class. For full details, including request process, visit the [Religious and Spiritual Life web page](https://www.du.edu/studentlife/religiouslife/index.html).

**Inclusive Learning Environments:(**[***developed by the Faculty Senate***](http://www.du.edu/facsen/resources/index.html)**)**In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.  
  
A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others’ communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another’s individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

**Mental Health & Wellness\*:**

As part of the University’s Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC) and My Student Support System (My SSP). Another helpful campus office is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about yourself and/or one of your peers you can send a SOS referral.  
  
More information about HCC, MY SSP, and SOS can be found at:

[Health & Counseling Services](http://www.du.edu/health-and-counseling-center/)  
[My SSP 24/7 confidential services for students (Links to an external site.)](https://us.myissp.com/Home/UniversitySearch)  
[Student Outreach & Support (SOS) and SOS Referrals](http://www.du.edu/studentlife/studentsupport/)

**\*If you seek services at the DU HCC, please be aware that you will be ineligible to accept a field placement or internship at that site due to the potential for problematic dual relationships. A list of psychotherapists is available under the Pioneer Web GSPP tab, in the Student Resources folder.**

**Title IX:**

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation.  The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Office of Equal Opportunity & Title IX (EOIX) is responsible for responding to and investigating reports and complaints of discrimination, harassment, and gender-based violence. In addition, all non-confidential University employees are considered “responsible employees” and required to report such incidents to EOIX. For more information, please visit the Office of Equal Opportunity & Title IX website at <https://www.du.edu/equalopportunity/titleix/>.    
  
[The Center for Advocacy, Prevention and Empowerment (CAPE)](http://www.du.edu/health-and-counseling-center/cape/index.html) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community.  All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE.  After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.

**CLASS SCHEDULE:**

This is a tentative schedule of classes. All readings should be completed prior to class.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Readings | Assignment/Activity |
| Class 1  9/16/21 | Introduction & Syllabus  Introduction to Ethics  General Principals | APA Ethical Code: Introduction, Preamble, and General Principles  APLS 2013 Specialty Guidelines for Forensic Psychology (SGFP): Introduction  Fisher: Chapter 1 & 2 (recommended for a deeper explanation) |  |
| Class 2  9/23/21 | Decision-making/moral development  Resolving Ethical Dilemmas  Competence | Fisher, Chapters 3, 4, & 5  Bush et al. (2006)  Crowley & Gottlieb (2012)  Knapp, et al. (2007)  Brodsky et al. (2013)  *APA Ethical Code:*  *- 1.01 – 1.08*  *- 2.01 - 2.06*  *SGFP*  *- 7.01 – 7.08*  *- 2.01-2.09* |  |
| Class 3  9/30/21 | Privacy and Confidentiality  Informed Consent  HIPAA and State Laws  Subpoenas/in court  Dangerousness/suicidality | Fisher, Chapter 7  Woody (1999)  Glosoff (1997)  Foote & Shuman (2006)  Walcott et al. (2001)  Walfish et al. (2011)  *APA Ethical Code:*  *- 3.10*  *- 4.01-4.07*  *SGFP:*   * *6.01-6.04* * *8.01-8.04* | Debate 1: Case 4   * Taylor Gould * Paige Elliott * Emma Stricker * Jordan Doiron * Miranda Bradley |
| Class 4  10/7/21 | Multiple Relationships  Sexual Exploitation  Boundaries | Fisher, Chapter 6  Moleski & Kiselica (2005)  Pipes et al. (2005)  Younggren & Gottlieb (2004)  Woody (2009)  *APA Ethical Code:*   * *3.05-3.08* * *10.05-10.08*   *SGFP:*  *- 3.01-3.04*  *- 4.01 – 4.03* | Debate 2: Case 3   * Sev Kiroglu * Karina Dunaj * Emily Daniels * Ash Jocz * Hannah Baker |
| Class 5  10/14/21 | Assessment | Fisher, Chapter 12  Tolman & Rotzien (2007)  Winters, et. al. (2019)  *SGFP:*   * *10.01- 10.08*   *APA Ethical Code:*  - 9.01-9.11 | Debate 3: Case 9   * Jessica Flowers * Claire Gaglione * Alex Hopkins * Alexandra Scott |
| Class 6  10/21/21 | Assessment Continued  Testimony  Record Keeping/Fees | Fisher, Chapter 9  Knapp et al. (2013), Chapter 7  Murrie, et al. (2014)  Shuman (1993)  Neal (2010)  *SGFP:*  *- 11.01-11.07*  *- 5.01-5.03*  *APA Ethical Principles:*  *- 6.01-6.07* | Debate 4: Case 1   * Maddy Pontius * Natalie Lebert * Devrey Martin * Bizzy Paddock |
| Class 7  10/28/21 | Therapy  Supervision  Advertising | Fisher, Chapter 8, 13  Birrell (2006)  Greenberg & Shuman (1997)  Barnett et al. (2007)  Younggren (2008)  *APA Ethical Principles:*  *- 3.12*  *- 5.01-5.06*  *- 10.01-10.10* | Debate 5: Case 10  *\*\*Paper Topic Due by Midnight\*\**   * Kristen Weber * Michael Stamper * Rachael Ruff * Josephine Risk * Caroline Sullivan |
| Class 8  11/4/21 | Academic Issues/Teaching  Research & Publication | Fisher, Chapter 10 & 11  Pirelli et al. Chapter 11  Munthe et al. (2010)  *APA Ethical Principles:*  *- 7.01- 7.07*  *- 8.01-8.15* | Debate 6: Case 8   * Mia Baumgartner * Sally Brown * Travis Ray * Lexi Gunning |
| Class 9  11/11/21 | Cultural Considerations  Multicultural Issues/Decision Making | Knapp & Vandecreek (2007)  Hanna et al. (1999)  Fisher (2009)  Weiss & Rosenfeld (2012)  Kois & Chauhan (2016) | Debate 7: Case 2   * Ashley Catanyag * Savanna Morrison * Hayden Morano * Adrianna Rowden * Clarissa Chamorro |
| Class 10  11/18/21 | What are your ethics?  Professional Development  Colorado Statutes  ACA | Elman et al. (2005)  Wise et al. (2012)  ACA Code of Ethics | **Final Paper Due** |

**\*\*Please note that this schedule is subject to change\*\***

**Please keep a copy of this syllabus as you will need it to comply with education equivalency standards for state licensing.**

**Other Assigned Readings:**

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* American Psychological Association: Washington, D.C. 1-16.

American Psychology-Law Society. (2012). Specialty guidelines for forensic psychology. *American Psychologist*, *68*(1), 7-19.

Crowley, J. D., & Gottlieb, M. C. (2012). Objects in the mirror are closer than they appear: A primary prevention model for ethical decision making. *Professional Psychology: Research and Practice*. *43*, 65-72.

Barnett, J. E., Goodyear, R. K., Cornish, J. A. E., & Lichtenberg, J.W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology*, *38*, 268-275.

Birrell, P.J., (2006). An ethic of possibility: Relationship, risk, and presence. *Ethics and Behavior, 16*, 95-115.

Brodsky, S. L., Wilson, J. K., & Neal, T. M. S. (2013). Refusing and withdrawing from forensic evaluations. *Journal of Forensic Psychology Practice, 13,* 14-26. Doi: 10.1080/15228932.2013.746908.

Elman, N. S., Illfelder-Kaye, J. I., & Robiner, W. N. (2005). Professional Development: Training for professionalism as a foundation for competent practice in psychology. *Professional Psychology: Research and Practice, 36*(4), 367-375.

Fisher, M. A. (2009) Replacing “who is the client?” with a different ethical question. *Professional Psychology: Research and Practice, 40*(1), 1-7.

Foote, W. E. & Shuman, D. W. (2006). Consent, disclosure, and waiver for the forensic psychological evaluation: Rethinking the roles of psychologist and lawyer. *Professional Psychology: Research and Practice, 37*, 437-445.

Glosoff, H. L., Herlihy, B., Herlihy, S. B., & Spence, E. B. (1997). Privileged communication in the psychologist-client relationship. *Professional Psychology: Research and Practice, 28*, 573-581.

Greenberg, S. A. & Shuman, D. W. (1997). Irreconcilable conflict between therapeutic and forensic roles. *Professional Psychology: Research and Practice, 28*, 50-57.

Hanna, F. J., Bemak, F. Chung, R. C.(1999). Toward a new paradigm for multicultural counseling. *Journal of Counseling and Development,* *77*, 125-134.

Kois, L. & Chauhan, P. (2016). Forensic evaluators’ self-reported engagement in culturally

competent practices. *International Journal of Forensic Mental Health, 15,* 312-322. doi:

10.1080/14999013.2016.1228089.

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

Knapp, S. & VandeCreek, L. (2007). When values of different cultures conflict: Ethical decision making in a multicultural context. *Professional Psychology: Research and Practice, 38,* 660-666.

Knapp, S., Younggren, J. N., VandeCreek, L., Harris, E., & Maratin, J. N. (2013). *Assessing and managing risk in psychological practice: An individualized approach* (2nd ed.). Rockville, MD: The Trust.

Moleski, S. M., & Kiselica, M. S. (2005). Dual relationships: A continuum ranging from the destructive to the therapeutic. *Journal of Counseling & Development, 83,* 3-11.

Munthe, C., Radovic, S., & Anckarsater, H. (2010). Ethical issues in forensic psychiatric

research on mentally disordered offenders. *Bioethics, 24,* 35-44. doi: 10.1111/j.1467-8519.2009.01773.x.

**Murrie, D. C., Marcus, T., Boccaccini, M. R., Guarner, L. A. & Rufino, K. (2014). Are forensic experts biased by the side that retained them? *Psychological Science,*** *24(10), 1889–1897. https://doi.org/10.1177/0956797613481812*

Neal, T. M. S. (2010). Choosing the lesser of two evils: A framework for considering the ethics of competency-for-execution evaluations. *Journal of Forensic Psychology Practice, 10,* 145-157. doi: 10.1080/15228930903446724.

Pipes, R. B., Holstein, J. E., & Aguirre, M. G. (2005). Examining the personal-professional distinction. *American Psychologist, 60*, 325-334.

Ruedy, N. E., & Schweitzer, M. E. (2010). In the moment: The effect of mindfulness on ethical decision making. *Journal of Business Ethics, 95,* 73-87.

Shuman, D. (1993). The use of empathy in forensic examinations. *Ethics and Behavior, 3,* 289-302.

Tolman, A. O. & Rotzein, A. L. (2007). Conducting risk evaluations for future violence: Ethical practice is possible. *Professional Psychology: Research and Practice, 38,* 71-79.

Walcott, D. M, Cerundolo, P., & Beck, J.C. (2001). Current analysis of the Tarasoff Duty: An evolution towards the limitation of the duty to protect. *Behavioral Sciences and the Law*, *19*-325-343.

Walfish, S., Barnett, J. E., Marlyere, K., & Zielke, R. (2011). “Doc, there’s something I have to tell you”: Patient disclosure to their psychotherapist of unprosecuted murder and other violence. *Ethics & Behavior, 20,* 311-323. doi: 10.1080/10508422.2010.491743.

Weiss, R. A. & Rosenfeld, B. (2012). Navigating cross-cultural issues in forensic

assessment: Recommendations for practice. *Professional Psychology: Research and Practice, 43,* 234-240. Doi: 10.1037/a0025850.

Winters, G., Calkins, C., Greene-Colozzi, E., & Jeglic, E. (2019). Mental abnormalities in sexually violent predator evaluations: Ethical use of paraphilic disorder diagnoses. *Journal of Forensic Psychology Research and Practice,* DOI: 10.1080/24732850.2018.1556541

Wise, E. H., Hersh, M. A., & Gibson, C. M. (2012). Ethics, self-care, and well-being for psychologists: Reenvisioning the stress-distress continuum. *Professional Psychology: Research and Practice, 43*(5), 497-494.

Woody, R. H. (1999). Domestic violations of confidentiality. *Professional Psychology: Research and Practice, 30,* 607-610.

Woody, R. H. (2009). Ethical considerations of multiple roles in forensic services. *Ethics and Behavior, 19*, 79-87. doi: 10.1080/10508420802623690.

Younggren, J.N., & Gottlieb, M.C., (2008). Termination and abandonment: History, risk, and risk management. *Professional Psychology: Research and Practice, 38*, 498-504.

Younggren, J. N. & Gottlieb, M. C. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice, 35,* 255-260.