

# Ethics in the Teaching of Mental Health Professionals

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**SUMMARY.** It is the position of the authors that mental health professionals-in-training must be well versed in the ethical/legal matters of clinical practice. Indeed, most graduate programs in the field of mental health require formal training in Ethics. The California School of Professional Psychology (Alliant International University) San Diego campus has developed a model that requires (a) an ethics course integrated with the student's on-campus supervision in the Fall and Spring semesters at the practicum level, focusing on the American Psychological Association's Ethics Code (2002) and California's Licensing Laws; and (b) an advanced ethics course (in the fourth year of training) that focuses on the integration of ethical and legal issues in clinical practice and providing a knowledge base of sound ethical judgment. Syllabi for these two courses are included. [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <<http://www.HaworthPress.com>> © 2005 by The Haworth Press, Inc. All rights reserved.]

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### ***ETHICS IN EDUCATION AND TRAINING***

Psychologist-educators and trainers have been guided on the appropriate conduct of research, practice, and teaching by each edition or revision of the American Psychological Association's (APA) ethical code since the emergence of the first version in 1953, through the most recent version in 2002. Because they are involved in the education and training of future psychologists, they have particular interest in assuring that psychology students be informed on each current code; beyond codes, they have also emphasized the study of state laws and encouraged debate on various challenging professional issues and situations as actually experienced by psychologists in different settings. In the last several decades, not only has there been a trend toward more intensive instruction on professional ethics, especially in graduate programs preparing students to enter professional practice, there has also been increasing dialogue around the individual psychologist's responsibility for ethical practices in academia (i.e., in the teaching of psychology at all levels; Vanek, 1990). This article focuses on these two emphases, with initial attention to the teaching of ethics as a part of education and training in psychology at all levels, followed by attention to ethical considerations more generally relevant to all academic settings and relationships therein. In support of both of these concerns, but particularly the former (the teaching of ethics as a part of education and training in psychology), an example of one curricular model, as developed for educating future professional psychologists during their doctoral training, is described.

#### ***Ethics Education and Training in Psychology***

*Nature and extent of current curricula and teaching activities.* Because psychology is paying more attention to professional ethics than in the past, it is understandable that psychologist-educators are curious about the current status of ethics education in psychology. Indeed, in the last decade or so a number of psychologists have been studying the nature and extent of ethics education in psychology. For example, Welfel (1992), after reviewing relevant literature of the preceding thirty to forty

years, found several areas in which she thought there were gaps in student competencies. Following on several prior independent surveys on ethics education (see Table 1), she then conducted a national survey of 101 internship directors, seeking information regarding their views on the ethical capabilities of predoctoral psychology interns. Welfel's discussion on her survey findings included results consistent with those from the surveys listed in Table 1, but as just described, discrepant with empirical research findings. Points she identified as relevant to improving ethics education focused on: (a) the need for more attention to clinical applications of the APA's Ethical Code; (b) interns' understandings of competence; and (c) the need for more formal evaluations regarding the outcomes of ethics education.

### *Graduate Education and Training: Emphases and Resources*

Currently, graduate psychology programs, in particular those in clinical and counseling psychology, typically offer one or more required courses focusing primarily on ethics and the responsible practice of psychology; this contrasts with earlier approaches that were characterized by an occasional ethics seminar or colloquium. Indeed, as indicated above, surveys on what kind of ethics instruction are offered and how they are offered (one of the most complete being Vanek's [1990] dissertation research) suggest that attention to ethics education is increasing. As an example, whereas earlier approaches sometimes involved the integration of ethics education with other topics in professional issues classes, includ-

TABLE 1. Surveys of Ethics Education Prior to Welfel (1992)

<b>Survey</b>	<b>Results</b>
DePalma & Drake (1956)	Found, as the first published survey, that only 6% of the graduate programs included a separate required ethics course.
Jorgensen & Weigil (1973)	Found that there were ethics courses in 14% of the programs, although 80% had some exposure.
Tymchek et al. (1979)	Found that 55% of clinical psychology programs required an ethics course, and 96% gave some attention to ethics instruction (although only 67% of them employed a formal structure for doing so).
Vanek (1990)	Found that all 209 respondents from APA-approved clinical and counseling programs indicated ethics education to be a part of the graduate curriculum, with 69% requiring a formal course.

ing matters of professional practice in psychology along with that in other disciplines, today's educators have come to see the necessity for more intensive exposure and detailed instruction on ethics in practice. Educators today are aware that those whom they teach are preparing for this new century when they are sure to be confronted with increasingly complex human and societal matters, including heightened consumer scrutiny and related legal challenges. Indeed, some educators have come to advocate curricular revision in two key directions: (a) to provide for greater exposure to applied issues; and (b) to offer courses on the philosophy of ethics, the purpose being to encourage an attitude of respect and caring for those with whom one works beyond the inculcation of ethical considerations that relate more directly to professional skills and practices.

With regard to content and preferred ways of teaching, Vanek (1990), in her doctoral dissertation focusing on clinical and counseling programs, found that lecture, discussion, and case studies were the dominant methods. She reported at that time that the text of choice was *Ethics in Psychology* (Keith-Spiegel & Koocher, 1985), and found that the goals of ethics education most espoused by faculty for their students were: (a) to become sensitive to ethical issues in research and counseling; (b) to execute ethically appropriate behavior; (c) to facilitate ethical decision-making; and (d) to apply the APA's (1992) *Ethical Principles of Psychologists and Code of Conduct*. Vanek also found that among the topics most stressed were the 1992 Ethics Code (the extant code at the time of her study); confidentiality; informed consent; sexual intimacy and exploitation; and professional responsibility.

Another reference that has been used often in graduate education is Pope and Vasquez's (1991) book *Ethics in Psychotherapy and Counseling*, which according to the subtitle provided a "practical guide" to major issues faced in the teaching and practice of psychotherapy and counseling. Although published prior to the adoption of the 1992 Code, the twelve chapters in this book cover philosophical, attitudinal, and applied matters critical in the education and training of those who plan to practice as professional psychologists. In a subsequent publication, one written and compiled since the adoption of the 1992 Code, Bersoff (1995) introduced eleven different topics related to the conduct of therapy and other forms of intervention, all of which are relevant in the education and training of professional psychologists (e.g., the rights of clients or patients and the various responsibilities of therapists, including attention to key considerations in working with special client populations).

Regarding the teaching of ethics in psychotherapy, Greene (1994) advocated the use of training exercises to develop trainees' appreciation of the complexity of ethical issues and dilemmas in conducting psychotherapy. Among the many important principles that she said must be addressed are four frequently encountered problem areas: basic service contract, professional competence, confidentiality, and conflicts of interest. She cautioned that these principles are only guidelines, underscoring her "assumption that psychotherapists will behave in ways that do not misuse or exploit their power or influence, promote the general welfare of the client, and generally display respect for the rights of others" (p. 25).

Also focusing on ethics in psychotherapy, Vasquez and Eldridge (1994) noted the impact of major demographic changes in our society (e.g., that by 2000 one-third of the US population would consist of ethnic minorities, and the dramatic increase in the number of women in the workforce) and the importance of addressing these substantively in the education of future psychologists. These authors also pointed out the related demographic shifts within the field of psychology (e.g., the increase in the number of women entering graduate applied programs). Their overall message stressed the responsibility of psychologist-educators to include information in the academic curriculum on "gender, ethnicity, and sexual orientation, with basis in psychological knowledge, theory, and research" since such information is "not only legitimate, important, and central to human behavior, but is an ethical responsibility" (p. 4). The authors related this responsibility of psychologists to Principle 6.03, Accuracy and Objectivity in Teaching, in the 1992 version of the APA Ethics Code, and they suggested two documents as useful guidelines in learning about principles related to the provision of services to diverse populations: (a) *Principles Concerning the Counseling and Therapy of Women* (APA, 1978); and (b) "Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations" (APA, 1993).

### ***APA Codes of Ethics as Guides: Some Comparisons for Learning***

Although the APA's 1992 revision of the Ethics Code received mixed reviews among psychologists, its division into two parts (principles and standards) generally received high marks.<sup>1</sup> On the other hand, its aspirational tone and less restrictive nature were examples of what some psychologists saw as a weakening of the prior Code. The 1992 code provides stimulating and informative study for psychologists and

for graduate students. For example, future professional psychologists can gain from comparisons of the 1990 and 1992 revisions (e.g., those on Standard 4, focused on Therapy, and on Standard 5, focused on Privacy and Confidentiality, as reviewed by Vasquez [1994]).

With regard to assessment, Dana (1994) noted an improvement in the 1992 Code, specifically as related to testing and assessment content. He advocated strongly the responsibility of each psychologist to demonstrate cultural competency with respect to conducting psychological assessments, even though he indicated that the process of doing so may involve both effort and distress, given the intense self-scrutiny required. He recommended the work of Mio and Iwamasa (1993) as helpful in appreciating the need for, and the pursuit of, such sensitivity. Chapter 6 of Bersoff's (1995) book, *Ethical Conflicts in Psychology*, is focused also on psychological assessment, providing "an introduction to the complex ethical issues inherent to gathering, storing, interpreting, and disseminating information about test takers that is gleaned from assessment" (p. 249).

Because teaching future psychologists about establishing and maintaining appropriate boundaries with clients or patients as well as any others with whom they work professionally is seen as a major responsibility by most faculty, Gabbard's (1994) comparative review of the 1981 Code with the 1992 revision regarding acceptability of sex with former patients offers students an opportunity to explore various views on this matter, one which has certainly received wide attention among the several health care disciplines in the last several decades. Gabbard's five major concerns, as related to detrimental effects of post-termination sexual relationships and the suggestion that they deserve further consideration among our profession, provide rich material for student discussion and for their gaining a more informed understanding on such issues as (a) transference, (b) internalized therapist, (c) continuing professional responsibilities, (d) unequal power, and (e) harm to patients and the therapeutic process. Gabbard presents nine countering arguments that support some kinds of post-termination sexual relationships, which not only enriches dialogue and debate, but also promotes critical thinking among students. Gabbard's concluding statements outlining difficulties in actually enforcing a permanent, or "forever," prohibition challenge practitioners as well as students to consider the complexities and difficulties in implementing and imposing ethical "policy."

The consideration of issues having to do with multiple relationships, as raised by Sonne (1994), points out to students various difficulties experienced in defining just what a multiple relationship is. Although

Sonne acknowledged the importance of careful thought regarding consecutive relationships as well, her emphasis on problems that arise with concurrent relationships suggested a range of behaviors among therapists that can constitute multiple or dual relationship situations. She noted that most relevant research has focused on multiple relationships involving sexual roles and added that other therapist-patient and educator-student roles deserve further attention. It should be noted that the acceptability of dual relationships is considered differently in the 2002 Code from how it was in the 1992 Code.

Slimp and Burian (1994) dealt more specifically with multiple role relationships that occur during the internship experience, noting problems and consequences that can develop in sexual, social, therapy, and business relationships. They stated, "the working relationship between the individuals in multiple role relationships is always affected, regardless of the form or outcome" (p. 42). Even so, they acknowledged that, given the developmental nature of the internship experience, the potential for harmful outcomes lessens, as does the power differential between student and supervisor. These authors suggested several recommendations to internship programs for advancing ethics education and ethical practices, among which are: establishing an ethics committee; making available an outside ethics consultant; having access to and consulting with the APA Ethics Committee and state psychology boards; establishing and observing written standards for delivering consumer services; establishing policies and procedures regarding the handling of ethics questions and issues, congruent with existing professional standards and codes; and providing applied training in ethics.

The necessity for practicing psychologists to develop "a sophisticated understanding of commercial issues" is emphasized by Koocher (1994), who asserted that most graduate training does not "routinely address" such matters (p. 355). His review of the 1992 Code stressed that specific client contracts were the ethical responsibility of practicing psychologists, and he provided discussion on such possible contractual components as informed consent, terminations, workplace issues, harassment issues, records, and advertising fees and financial arrangements.

Perrin and Sales (1994) considered the 1992 Code with respect to forensic standards, noting that for the first time, in this revision a section focusing on forensic issues was included. Although positive about that focus, these authors expressed concern regarding what they identified as routine forensic practices and then reviewed the Code toward identifying how effectively it dealt with such issues. Bersoff (1996) intro-

duced a series of discussions on forensic settings, noting the complexity of the American legal system and also cautioning that all psychologists, not just forensic psychologists, are likely to find themselves involved with legal issues. Psychologists are encouraged to consider these comments on forensic standards and related issues and are encouraged to note the changes made on these matters in the 2002 Code.

### **Research**

Sieber (1994) reviewed and critiqued the APA's 1992 Code with regard to its guidance on research ethics. Acknowledging that a "Herculean task" (p. 375) was undertaken by the APA in this revisionary effort, with attention to such matters as "research planning, consulting with one's institutional review board, compliance with laws, informed consent, data sharing, and serving as a reviewer" (p. 369), she nonetheless viewed the document as insufficient for fully informing, and thus for guiding, students and researchers. She referred those seeking fuller information to the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). Further, she emphasized that more work is needed to effectively guide the ethical conduct of research, noting in particular the following issues: limited autonomy, privacy and confidentiality, research on marginal populations, and research conducted in organizations or institutions (p. 375).

Being alert to ways of enhancing research procedures and methodology is encouraged by such works as that of Bell-Dolan and Wessler (1994). Through a survey, they sought information on how researchers' sociometric procedures compared with the APA Ethical Code (1992) and how to best use such measures for maximizing benefits and minimizing risk. Adding to the minimal literature on the supervision of student research is a study reported by Goodyear, Crego, and Johnston (1992), which focused on incidents seen by the professional psychologists who were surveyed as ones that presented ethical problems. Among the categories identified were: incompetent supervision; inadequate supervision; supervision abandonment; intrusion of supervisor values; abusive supervision; exploitive supervision; dual relationships; and encouragement to fraud. In addition to encouraging further study on this topic, the authors point to the advisability of developing faculty-student contracts in advance of conducting supervised research.



### ***Undergraduate Ethics Education***

Matthews (1991) pointed to some particular needs with respect to ethical considerations in the teaching of undergraduate students. As examples, and focusing on both the teaching of ethics and the ethics of teaching, she noted the probable lack of comprehensiveness among introductory psychology as well as social psychology textbooks in addressing ethical issues and, in particular, the APA's Principles. She also identified ethical issues involved in the selection of textbooks, advising that further consideration be given this topic.

Beyond these undergraduate education matters is ethics related to research. One approach to the teaching of ethics specifically related to the conduct of psychological research at the undergraduate level involves role-playing exercises. Rosnow (1990), for example, described a classroom exercise involving undergraduate research methods students in a sequence of activities beginning with a lecture on research ethics and ending with a role-playing exercise. Findings reported from a validation study by Strohmets and Skleder (1992) supported the effectiveness of Rosnow's exercise "in sensitizing students to the complexity of research ethics" (p. 109).

### ***Ethics in Academia and Teaching***

As indicated above, psychologist-educators have long been interested in assuring the observance of ethical guidelines and practices by future psychologists; thus, ethics classes at the graduate level have given attention to existing codes as well as to national and state laws that pertain to the practice of psychology. As in other disciplines, they have focused as well on ethics in academia; that is, how teachers and students function and relate to one another in responsible and respectful ways. Curricular offerings are revised and updated to keep abreast of (a) current events related to or affecting psychology as a profession and (b) ethical guidelines and regulatory changes. For example, as psychologists, and more formally the APA, have become more sensitive to diversity issues and as laws were enacted and the APA's ethical code was revised to respond to and reflect the increasing diversity within the United States, course outlines have been changed. These changes reflect psychology's commitment to keeping its ethical guidelines both current and relevant. Yet, there are critical areas where psychologists arguably have not been as diligent

as would be helpful, and ethical issues more specifically related to education and teaching have been identified as constituting one such area.

On this matter, Welfel and Kitchener (1992) stated that there has been insufficient attention to ethics in education, or more precisely to “ethical issues that faculty and supervisors ought to consider in training students for practice and research” (p. 179). A set of articles presented in the journal *Professional Psychology: Research and Practice* in 1992 (as authored by Canon; Goodyear, Crego, & Johnston; Kitchener; Vasquez; Welfel; and Welfel & Kitchener) was developed to address these under-attended issues. Readers have the good fortune to be introduced to these articles, then guided through them, by Welfel and Kitchener’s (1992) use of the writings of two psychologists: Rest (1983) and Kitchener (1984). In the lead article, they pointed out that, whereas Rest’s work provides a model for understanding moral behavior that is helpful in organizing empirical literature, Kitchener’s work is more useful in relating ethical issues in education and training in psychology to views of ethics scholars.

This entire set of articles is recommended to the psychologist-educator. Summary remarks on Rest’s and Kitchener’s writings, with reliance on Welfel’s and Kitchener’s (1992) review, are included here to present a framework regarding morality and moral behavior relevant to psychology and its practice, one which undergirds education ethics.

*Rest (1983)*. Rest identifies four components that he views as essential to the enactment of behaviors that are moral in the sense of balancing one’s individual welfare and intrinsic values with those of others: (a) interpreting the situation as a moral one, which Kitchener (1992) relates to moral sensitivity; (b) deciding which course of action is “just, right, and fair” (p. 179), which Kitchener relates to moral reasoning; (c) deciding what one intends to do; and (d) implementing the moral action. As Welfel and Kitchener (1992) asserted, “this model is particularly useful in pointing out to psychologist-educators the importance of being concerned with ‘students’ moral sensitivity, moral reasoning, their ability to sort the moral from the nonmoral issues, and their ego strength” (p. 180).

*Kitchener (1984)*. Kitchener, and also Steere (1984), applied Beauchamp and Childress’ (1983, 1989) work on biomedical ethics to psychology, focusing more on principles than did Rest (1983). Kitchener observed that although professionals often turn to a code of ethics or to some formal statement regarding ethical standards as a first resource for guiding and informing their professional behaviors, there are limitations that can exist with such usage or reliance, as, for example, in the emergence

of new, thus uncovered, areas. In accord with Beauchamp and Childress's view that such limitations can be handled by taking into account ethical principles, Kitchener identified five ethical principles that seem to relate to psychology: benefit others; do no harm; respect autonomy of others; be just or fair; and be faithful.

Writing on ethical values as they relate to psychologists as teachers and mentors, Kitchener (1992) identified two "extracurricular issues" (p. 190) that, in her view, must receive further attention: (a) faculty must be ethical in their own interactions with students; and (b) faculty must deal responsibly with students when they engage in unethical or unprofessional conduct. Her essential point is that effective training of ethical professionals goes beyond the curriculum. Indeed, she encourages faculty to examine together the ethical dilemmas they confront and also to develop ethically appropriate courses of action.

### ***Ethics Instruction in Professional Training***

In 1993, the California School of Professional Psychology (CSPP)-San Diego Campus (now a college within Alliant International University) implemented a two-pronged formal ethics curriculum that included required ethics courses in the second and fourth years of the clinical psychology doctoral programs (PhD & PsyD). Prior to 1993, the only formal ethics training had been an Advanced Ethics course offered during the fourth year of the clinical doctoral programs. Although students evaluated that class favorably, they took the position that it came "too late" in their training (e.g., too late to assist them with practicum and internship training experiences). In response, CSPP's Professional Training Faculty developed a course for second-year students (those at the practicum level), in which ethics, legal, and clinical issues are integrated with a combination of joint ethics lectures and discussions with the clinical consultation supervision groups on campus. This class was designed to meet weekly throughout the second year of the doctoral programs (for a total of 30 sessions, 15 each semester). Each faculty member meets for one hour with two supervision groups of approximately eight students per group, separated by an hour-long discussion of legal/ethical issues with the combined 16 students (see Appendix A for course outline and requirements). The topics of focus in these groups are listed in Table 2.

The Advanced Ethics class has been taught by the co-editor of this volume and co-author of this article, Steven Bucky, for approximately 30 years (see Appendix B for course outline and requirements). The

TABLE 2. Focus Topics of CSPP Practicum-level Law and Ethics Course

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1.	Competence
2.	Welfare
3.	Integrity
4.	Responsibility
5.	Maintaining Expertise
6.	Respect for People's Dignity
7.	Concern for Others
8.	Human Differences
9.	Respecting Others
10.	Nondiscrimination
11.	Confidentiality

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course is team-taught, with the first half of the class focusing on the integration of the Code of Ethics, licensing laws, and legal and clinical issues in the form of mock oral exams. Students are asked to submit a question that focuses on ethical, legal, and clinical issues. One student asks his/her question to another student (randomly selected). After the latter has had an opportunity to answer the question, the entire class and instructor discuss the issues and complexities within each vignette in considerable detail. The issues tend to focus on child custody, child and elder abuse, Tarasoff, cultural/gender/sexual preference issues, involuntary confinement, suicide prevention, sexual attraction in therapy, sexual misconduct, confidentiality, informed consent, and the integration of assessment, diagnosis, and treatment planning issues. The second half of the course focuses primarily on legal and ethical issues and is organized in the following manner: introduction to ethics; treatment issues; the business of therapy; relationship issues; assessment; and academic and research issues.

It has been necessary to teach this class with a focus on changes emerging within the profession. Among the most recent changes have been issues related to technology, such as confidentiality, structuring the therapeutic relationship, informed consent, the use of the Internet, record keeping, licensing, assessment, and avoiding harm.

The 2002 Code speaks to new issues that are particularly relevant to students: for example, Principle 7 states that psychological programs must provide: (a) "appropriate knowledge and proper experiences" for its students (7.01); (b) a "current and accurate description of the pro-

gram content” (7.02); and (c) “ensure that the course syllabi are accurate” (7.03). Psychologists do not require students or supervisees to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers and spouses or significant others in course or program-related activities, either orally or in writing, except if: (a) the program or training facility has identified this requirement in its admissions and program materials; or (b) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others (7.06). Other ethical principles relevant to students are quoted in Table 3.

TABLE 3. Ethical Principles Relevant to Students (APA, 2002)

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- “When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program” (7.05). Faculty who are “responsible for evaluating students’ academic performance” do not provide such therapy.
  - “A timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.” Psychologists evaluate students and supervisees on the basis of their “actual performance on relevant and established program requirements” (7.06).
  - “Psychologists do not engage in sexual relationships with students or supervisees who are in their department, training center or over whom psychologists have or are likely to have evaluative authority” (7.07).
  - “Psychologists protect prospective research participants from adverse consequences of declining to participate in research” (8.04).
  - Psychologists take (a) credit, including authorship credit only for work they have actually performed which they have substantially contributed; (b) principal authorship and other publication credits accurately reflect the relative scientific or professional contributions; (c) except under exceptional circumstances. A student is listed as the principal author on any multiple authored article that is substantially based on the student’s doctoral dissertation. “Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate” (8.12).
  - Psychologists are cautious about providing therapy to those served by others “due to the potential risk and confusion” (10.04).
  - Psychologists avoid sexual intimacies with (a) current therapy clients/patients (10.05); (b) relatives or significant others or current therapy clients/patients (10.06); (c) therapy with former sexual partners (10.07); and (d) sexual intimacies with former therapy clients/patients for at least two years and even then in the most unusual circumstances due to the likelihood of the potential harm to the patient (10.08).
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### CONCLUSION

This article discusses the teaching of ethics to mental health professionals using CSPP-San Diego (Alliant International University) as a model. The authors stress the importance of thoroughly teaching mental health professionals-in-training how to integrate clinical, legal, and ethical issues in an organized, systematic fashion.

### NOTE

1. Note that the 2002 Code remains divided into these two major parts.

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APPENDIX A  
CSPP Practicum Consultation and Ethics Course Outline

FALL SEMESTER

**I. RATIONALE:**

"The role of education is to train the student how to become a responsible handler of power."  
John Henrik Clarke

This course is designed to provide students with a general overview of and exposure to the ethical and legal issues, as well as potential dilemmas, inherent in the practice of professional psychology. With suggested guidelines and discussion, students will have an opportunity to apply ethical principles and legal requirements to clinical material presented in class.

**II. ORGANIZATION:**

**A. Objectives**

1. Students will develop a basic and practical understanding of ethical and legal parameters in professional psychology.
2. Students will approach clinical material with enhanced ability to apply ethics principles and legal requirements.
3. Students will become aware of how personal biases may be reflected in their clinical interventions and how to deal with them.
4. The likelihood of unethical conduct will be reduced, as responsible decision making and clinical judgment in the frequently encountered "gray" areas are enhanced.
5. In the consultation groups, students will begin to develop competency in understanding the whole person by evaluating, organizing and conceptualizing psychological data in the context of a theoretical orientation from which appropriately identified problems and goals may be derived.

**B. Method**

This course will consist of two components:

1. A Clinical Consultation Group in which:
  - (a) Students will discuss general issues related to their Practicum experiences; and,
  - (b) Each student will make at least one brief case presentation during the semester.
2. A Basic Ethics class in which:
  - (a) Students will be asked to present a brief summary of readings and key issues raised in the Syllabus; and,
  - (b) Students will discuss case vignettes and the clinical application of these issues.

**C. Course Credit**

Pass/Fail based on demonstrated competence in or compliance with regard to the following requirements:

1. A true/false, multiple choice exam based on assigned readings and the instructor's summary. Passed at 75%.
2. The student's case presentation in the consultation group as outlined in Objective 5.
3. Participation in group discussion in both components.
4. **Due to the interactive nature of the course, attendance is required at all classes. Students with more than 2 absences may receive a No Credit.**

**D. Assigned Texts**

1. *APA Code of Ethics, December 2002 (APA)*
2. *Course Handbook*

Optional: Keith-Spiegel, P. and Koocher, G. *Ethics in Psychology*. McGraw-Hill, 1985 (KK)  
 On reserve: Lakin, Martin. *Coping with Ethical Dilemmas in Psychotherapy*. Pergammon Press, 1991 (ML)

**III. SYLLABUS:****Session**

1. Pre-Test  
 Overview and Structure of Course  
 General Concepts  
 A. History and Structure (*APA, CPA, SDPA, Board of Psychology*)  
 B. Differences Among Values, Morals, Ethics, Laws and Regulations
2. General Principles (*APA Introduction, Preamble and General Principles; Vignettes*)  
 A. Competence  
 B. Integrity  
 C. Professional and Scientific Responsibility  
 D. Respect for People's Rights and Dignity  
 E. Concern for Other's Welfare  
 F. Social Responsibility
3. Ethical Standards-General (*APA #1; Readings; Vignettes*)  
 A. Ethics and Law  
 B. Competence  
 C. Describing Psychological Services  
 D. Non-Discrimination and Harassment  
 E. Personal Problems and Conflicts  
 F. Misuse of Psychologist's Influence  
 G. Multiple Relationships
4. Ethical Standards-General (cont'd); (*APA Record Keeping Guidelines, 1993; Vignettes*)  
 H. Barter  
 I. Exploitative Relationships  
 J. Consultations and Referral  
 K. Third Party Requests  
 L. Delegation and Supervision  
 M. Documentation, Records and Data  
 N. Fees and Financial Arrangements
5. Evaluation, Assessment, or Intervention (*APA #2; Readings; Vignettes*)
6. Advertising and Other Public Statements (*APA #3; Readings; Vignettes*)
7. Therapy (*APA #4; Readings; Forms; Vignettes*)  
 A. Structuring the Relationship  
 B. Informed Consent  
 C. Couple and Family Relationships  
 D. Providing Services to Those Served by Others  
 E. Sexual Intimacies  
 F. Interruption and Termination
8. Privacy, Confidentiality and Psychotherapist-Patient Privilege (*APA #1 & #5; Provisions of Evidence Code Relating to P-P Privilege; Readings; Forms; Vignettes*)  
 A. Maintenance and Limitations of Confidentiality  
 B. Records and Disclosure

- C. Privilege
  - 1. Definitions
  - 2. Control
  - 3. Exceptions
- 9. Reporting Requirements (*APA #5; Summaries–Tarasoff, Child Abuse, Elder Abuse, Spousal Abuse; Readings; Forms; Vignettes*)
  - A. Tarasoff v. UC Regents, 1976
    - 1. The Duty to Warn
    - 2. Exceptions to Warn
    - 3. Headlund Case (Failure to Diagnose Dangerousness)
  - B. Child and Elder Abuse
    - 1. Definitions
    - 2. Reporting Laws
    - 3. Behavioral Indications of Abuse
    - 4. Child Custody
  - C. Spousal Abuse
    - 1. Definitions
    - 2. Conditions of Reporting
- 10. Treatment of Adolescents (*APA #4 & #5; Readings; Vignettes*)
  - A. Laws Relating to Treatment
  - B. Parental Consent and Confidentiality
  - C. Family Therapy
- 11. Teaching, Training Supervisors, Research and Publishing (*APA #6; Vignettes*)
  - A. Descriptions of Education and Training Programs
  - B. Accuracy and Objectivity in Teaching
  - C. Assessing Student and Supervisee Performance
  - D. Research Responsibilities
  - E. Informed Consent
  - F. Plagiarism and Publication Credit
- 12. Forensic Activities (*APA #7; Readings; Vignettes*)
  - A. Assessments
  - B. Clarification of Role
  - C. Compliance with Law and Rules
- 13. Resolving Ethical Issues (*APA #8; Readings; Vignettes*)
  - A. Familiarity with Ethics Code
  - B. Confronting Ethical Issues
  - C. Conflicts between Ethics and Organizational Demands
  - D. Who is at risk?
- 14. Post-Test and Test Review
- 15. Summary and Feedback

## SPRING SEMESTER

### I. RATIONALE:

This course is designed to expand students' grasp of the ethical and legal issues in psychology, particularly as they are delineated in the "Laws and Regulations Relating to the Practice of Psychology," and the specific Codes relating to their implementation. Such knowledge is expected to help students not only in their clinical work, but also in planning their training, licensing and practice experiences. Specific segments relating to cultural diversity, sexual attraction and business practice are intended to address those areas in which problems of ethics and professionalism are most likely to occur. Discussion of clinical vignettes, selected readings and current Practicum experiences will offer an opportunity to further enhance the students' familiarity with ethical issues in practice.

**II. ORGANIZATION:****A. Objectives**

1. Students will develop a basic understanding of the licensing laws and regulations.
2. Students will become aware of issues of cultural diversity and be better able to deal with them in treatment planning and therapy.
3. Students will approach clinical material with better understanding and ability to deal with sexual attraction in therapy, as well as related issues of boundaries, risks and vulnerabilities for sexual impropriety.
4. Students will be better prepared to apply for licensure, and to make decisions involving legal issues related to training and professional liability.
5. In the consultation groups, students will continue to develop competency in evaluating, organizing and conceptualizing psychological data in the context of a theoretical orientation from which appropriately identified problems and goals may be derived.

**B. Method**

This course will consist of two segments:

1. A Clinical Consultation Group in which:
  - A. Students will discuss general issues related to their Practicum experience and,
  - B. Each student will make a least one case presentation with audiotape, videotape and/or psychological test battery during the semester.
2. A class on the Psychology Licensing Laws and Regulations, as well as issues related to sexual attraction, diversity and clinical practice, in which:
  - A. The instructor will present a brief summary of the key issues raised in the Syllabus, and
  - B. Students will discuss case vignettes and readings related to the clinical application of these issues.

**C. Course Credit**

Pass/Fail based on demonstrated competence in:

1. A True/False, Multiple Choice exam based on assigned readings and the Instructor's summary.
2. The student's case presentation in the consultation group.
3. Participation in group discussion in both segments.
4. **Due to the interactive nature of the course, attendance is required at all classes. Students with more than 2 absences may receive a No Credit.**

**D. Assigned Texts**

1. Lakin, Martin. *Coping with Ethical Dilemmas in Psychotherapy*. Pergamon Press 1991 (ML)
  2. "Laws and Regulations Relating to the Practice of Psychology."
  3. Course Handbook.
- (Optional) Keith-Spiegel, P. and Koocher, G. *Ethics in Psychology*. McGraw-Hill, 1985.

**III. SYLLABUS****Session**

1. Pretest
  - Overview and Structure of Course (*Organizational Chart; BOP Newsletter, 11/94*)
    - A. Diversity
    - B. Sexual attraction in therapy
    - C. Laws, regulations and codes
    - D. Clinical practice

2. Toward Multicultural Competency I (*Porter, "Ten Elements for Diagnostic Consideration"; APA Guidelines, 1/93*)
  - A. Training exercise
3. Toward Multi-Cultural Competency I (*Comas-Diaz, 7/91*)
  - A. General concepts
4. Sexual Attraction in Therapy I (*Professional Therapy Never Includes Sex*)
  - A. Film and training exercise: therapist-patient relationships and boundaries
  - B. Transferences and countertransferences in sexual attraction
5. Sexual Attraction in Therapy II (*Steres, 1992*)
  - A. Definition and prevalence of sexual attraction between therapist and client
  - B. Definition and prevalence of sexual intimacy between therapist and client
  - C. Therapist at risk
  - D. Patients at risk
6. California Licensing Laws & Regulations I
  - A. Application and fees (*Laws: Art. 3, p.15; Art. 7, p.20, Regs.: Art. 6, p.67*)
  - B. Examinations (*Regs.: Art. 2, p.47; Art. 4, p.61*)
7. California Licensing Laws II & Regulations II
  - A. Psychological Corporations (*Laws: Art. 9, p.24; Regs.: 1397.35, p.73*)
  - B. Specified Education (sexuality, substance & child abuse) (*Regs.: 1382, p.49; 1387.6, p. 60; 1387.7, p.61*)
  - D. Continuing Education Requirement (*Laws: Art. 1, 2915, p.9*)
8. California Licensing Laws & Regulations III (BOP Newsletter, 10/95; Sample Log)
  - A. Evaluation of Education (*Laws: 2914, p.8, Regs.: 1386, p.53*)
  - B. Evaluation of Experience (*Laws: 2914, p.7, Regs.: 1387, p.54*)
9. California Licensing Laws & Regulations IV
  - A. Article 8-Rules of Professional Conduct
  - B. Illegal advertising (*Laws: 17500 p.34; APA Letter; Hawkins*)
10. Process for resolving disciplinary issues (*CPA Rules and Procedures; CPA Disciplinary Guidelines*)
  - A. Denial of a license (*Laws: Chapt.2, p.29*)
  - B. Causes for disciplinary action (*Laws: Art. 4, p.17*)
  - C. Rehabilitation criteria (*Regs.: 1395.1, p.69*)
  - D. Exam security (*Laws: Chapt. 5, p.32*)
11. Psychological Assistantships
  - A. Definition and training requirements (*Laws: 2913, p.7*)
  - B. Supervision and registration (*Regs.: Art. 5, p.63*)
  - C. Expectations and model contract
12. Involuntary Confinement (*CSPP Summary*)
  - A. Authorization
  - B. Criteria
  - C. Time in custody
13. Business practice
  - A. Solo/group/corporate practice
  - B. Managed Care (*Blum, 1992*)
  - C. Record keeping (*APA Guidelines*)
14. Post-test
15. Test Review, Summary and Feedback

## APPENDIX B

## CSPP Advanced Ethics and Professional Issues Course Outline

- I. **RATIONALE:** It is essential for graduate students in clinical psychology to develop their identity as psychologists and as responsible members of an organized profession. Towards this end, this course will provide knowledge about psychological organizations, standards and regulations. Familiarization with the APA Code of Ethics will take place in such a manner that utilization of these guidelines will occur in student's everyday practice as professional psychologists.
- II. **ORGANIZATION OF COURSE:** The course will focus on professional, ethical and legal issues which affect the day-to-day work of psychologists. It will also attempt to clarify the interplay of these in practice. With this as background, the foremost contemporary professional issues will be discussed and placed in perspective and their implications for the future of the profession will be considered. These issues will be examined in such a manner as to facilitate the development in the student of an organized method for not only understanding the issues from all relevant perspectives, but facilitating the students assuming a responsible stand on the issues.
- III. **INSTRUCTIONAL METHODS:** The course will be team taught by two (2) instructors. While one instructor is focusing on professional and licensing issues with one-half of the class, the other will focus on legal and ethical issues with the other half of the class.
- A. The section which focuses primarily on legal and ethical issues is organized in the following manner: introduction to ethics; treatment issues; the business of therapy; relationship issues; assessment; academic and research issues.
- B. The section which focuses on the licensing laws and the integration of the APA Code of Ethics with every day clinical practice will be organized as follows:  
**Session 1**—Application for Licensure;  
**Session 2**—Review of the California State Licensing Laws;  
**Session 3**—Review of the California State Regulations;  
**Sessions 4-6**—Mock oral examination with the instructor and student feedback integrating the APA Code of Ethics, laws that relate to Psychologists with legal issues and sound clinical practice.
- IV. Two sessions of the Advanced Ethics Class will be devoted to addressing sexual attraction and therapist/patient sexual abuse in psychotherapy. This topic is currently the subject of intense discussions among psychologists. Training in this area is being called for by our profession, experts in the field and the state legislature.  
*Session 1* will focus on education regarding the facts of therapist/patient sexual attraction and sexual intimacies including:
- a. Definition of terms
  - b. Prevalence
  - c. Therapists at risk
  - d. Characteristics of victims
  - e. Consequences to the victim
  - f. Consequences to the therapist
  - g. Ethics Code
  - h. Insurance

Also included will be a discussion of what behaviors by a therapist are acceptable, as well as a group discussion regarding the similarities and differences between romantic and therapeutic relationships. First session readings: *Sexual Feelings in Psychotherapy*, pp. 3-77, 205-261.

*Session 2* will include discussion of therapeutic use and alternative responses to sexual attraction between therapist and patient. The students will be given an opportunity to practice different responses and hear other student's responses through the use of a video presentation of patient vignettes that contain sexual overtones. Second session readings: *Sexual Feelings in Psychotherapy*, pp. 79-190.

- V. EVALUATION:** Each instructor will evaluate performance in his segment of the course as follows:
- A. Participation & contribution to class discussion.
  - B. Quality of written & oral reports.
  - C. Final examination.

- VI. GRADING:** Passing grade = 75% of combined scores from the two (2) instructors.
- Vignettes–10%
  - Oral Exam–10%
  - Paper–20%
  - Final Exam–60%

**VII. READINGS:**

Pope, Kenneth S., Sonne, Janet L. and Holroyd, Jean. *Sexual feelings in psychotherapy*. Washington, D.C.: American Psychological Association, 1993.

Pope, Kenneth S. and Vasquez, Melba J.T. *Ethics in Psychotherapy and Counseling*. San Francisco: Jossey-Bass, Inc., 1991.

Course Handbook includes:

*Ethical Principles of Psychologists*, American Psychological Association, Washington, D.C., 1992.

*Ethical Principles of Psychologists*, American Psychological Association, Washington, D.C., 2002.

*Laws and Regulations Relating to the Practice of Psychology*, California Board of Psychology, 1998.

*Specialty Guidelines for Forensic Psychologists*, American Psychological Association, Washington, D.C., 1991.

Pope, K.S., Keith-Spiegel, P. & Tabachnick, B.G. (1986). Sexual attraction to clients: The human therapist and the (sometimes) inhuman training system. *American Psychologist*, 41(2), 147-157.

California Department of Consumer Affairs. (1990). *Professional Therapy Never Includes Sex*.

*Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations*, American Psychologist, American Psychological Association, Washington, D.C., January 1993.

*Specialty Guidelines for the Delivery of Services by Clinical Psychologists*, American Psychological Association, Washington, D.C., 1981.

Ebert, Bruce. *Dual-relationship prohibition: A concept whose time never should have come*. Applied & Preventative Psychology, Cambridge University Press, 1997.

Winner, Karen. *Expertise, ethics of court psychologists come under fire*. The San Diego Union Tribune, November 11, 1997.

Medical Board of California. *The Hot Sheet-Monthly Disciplinary Summary*, State of California Department of Consumer Affairs, October 1997.

**OTHER SUGGESTED READING:**

Pope, Kenneth S. & Bouhoutsos, Jacqueline C. *Sexual Intimacy Between Therapists and Patients*. New York: Praeger Publishers, 1986.

**VIII.** A TA is required for this course.

**IX.** Course is not challengeable. Required of G-4 students.

**X.** Course may not be waived.

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