REQUIRED TEXT

ADDITIONAL REQUIRED READINGS (uploaded on Blackboard; list may be amended during semester)


**COURSE DESCRIPTION**
This seminar provides students with an introduction to principles, knowledge, and skills necessary to develop and maintain an ethical and effective professional life. Course content is divided into three interrelated areas: (a) ethical principles and standards in psychology; (b) social justice issues in psychology; and (c) the ethical therapeutic relationship. The class will be interactive, and there will be very little lecture. Instead, the primary educational approaches will be reading assignments, in-class exercises and discussion, and two projects involving the application of course material.

**GOALS**
This seminar aims to foster students’ competence as practitioners by helping them to develop…

- Understanding of the APA Ethical Principles of Psychologists and Code of Conduct
- Understanding of models of ethical decision-making and ability to apply them in a competent manner to dilemmas at the micro and macro levels of the field
- Sensitivity, awareness, and knowledge with respect to issues of sociocultural diversity, and how these issues relate to ethical practice at the micro and macro levels of the field
- Understanding of the role of the therapeutic relationship in the ethical provision of clinical services
- Comfort in and strategies for assessing therapeutic process, multicultural competence, and ethical behavior at the micro and macro levels of the field

**COURSE REQUIREMENTS**
1. **Attendance and participation.** Student attendance and active participation is essential in this class, where we will wrestle with ethical decision making and practice relevant skills as a group. Participation includes engagement in class, and:
   A. **Completion and Discussion of Readings.** A large portion of the seminar will be devoted to discussion of the weekly readings. Students are expected to complete the readings.
   B. **Highlighting Readings.** To aid us in our discussions, students will rotate responsibility for giving the class a 10 minute *highlighting* of the readings. While the highlighting should BRIEFLY overview the content of the readings, the focus should be on a few interesting points, quotes, lingering questions, or issues raised by the readings.
   C. **Ethics Case Studies and Exercises.** I will provide students with case material for practicing ethical decision making, and with exercises to apply course content. When written case material is provided, students are expected to have read it prior to class so that we can use it for in-class exercises. When exercises are assigned, students are expected to complete them before class.

2. **Ethical Dilemma Analysis.** Students will interview an advanced student about an ethical dilemma the advanced student has faced. After the interview, the student will pair with another student in class to use as a peer consultation, and solicit feedback. Students will then ask their interviewee follow-up questions, and will give a brief presentation in class summarizing their decision. Students will turn in the notes of their analysis and their slides to the instructor. Details of this assignment (due dates below) will be posted on Blackboard.

3. **Just Practice in An Unjust World.** By the 4th week of class, students will choose a book of non-fiction to read that gives them an understanding of the landscape within which a particular group of interest operates. Students will create a 30 minute workshop for the class in which they will share with us what they learned about the population, their landscape, the ways the field of psychology interacts with it, and how this information might help us increase our “just practice.” Details of this assignment will be distributed through Blackboard.

**GRADING**
Course grades will be assigned on the basis of
(a) attendance and participation in class discussions and exercises, including knowledgeable discussion of readings (30%)
(b) ethical dilemma analysis (35%)
(c) just practice presentation (35%)

I will calculate your final grade on your point total as follows:
93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 65-69 = D;
below 65 = F.

HONOR CODE
The Honor Code of George Mason University deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Students should be familiar with the code and connected policies, set out at http://www.gmu.edu/catalog/apolicies. This course will be conducted in accordance with those policies.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All accommodations must be arranged through that office, and must be initiated immediately, prior to any anticipated need.

COMMUNICATION
Course information and materials will be posted on Blackboard. Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1/24</td>
<td>Defining our Approach, Considering Developmental Trajectories</td>
<td>Your own personal statement</td>
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<tr>
<td>1/31</td>
<td>Introduction to Ethics and the Therapeutic Relationship</td>
<td>KV 1&amp;2; Norcross (2010); Laska (2014)</td>
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<td>2/7</td>
<td>Building Blocks of Ethical Decision Making; Tracking Process</td>
<td>KV 3; Yalom (2002) selected chapters; Nissen-Lie et al. (2013)</td>
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<tr>
<td>2/14</td>
<td>Professional Competence; Multicultural Competence and Humility</td>
<td>KV 4; Sue (2001); Hook (2015); Hook (2013)</td>
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<tr>
<td>2/21</td>
<td>Informed Consent; Multicultural Competence in Research</td>
<td>KV 5; Bond &amp; Harrell plus a diversity dilemma; APA Multicultural Guidelines;</td>
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<td>3/1</td>
<td>Boundaries in the Therapeutic Relationship; Elements of the Therapeutic Process</td>
<td>KV 6; Yalom (1990) – The Fat Lady</td>
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<td>3/8</td>
<td>Confidentiality &amp; Record Keeping; Case Studies</td>
<td>KV 7; Kluemper (2014) PLUS ONE; APA (2007) Record Keeping Guidelines</td>
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<td>3/15</td>
<td>Spring Break</td>
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<td>3/22</td>
<td>Crisis Management &amp; Guest Speaker</td>
<td>KV 8 &amp; 9</td>
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<td>3/29</td>
<td>Group 1 ethical dilemmas; When the Ethics Code and the Law Conflict</td>
<td>Pope (2011); Hoffman Report</td>
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<td>4/5</td>
<td>Group 2 ethical dilemmas; When the Ethics Code and the Law Conflict</td>
<td>Group 1 ETHICS PAPER DUE</td>
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<td>4/12</td>
<td>Business Issues; Ethics and Technology</td>
<td>Group 2 ETHICS PAPER DUE</td>
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<td>4/19</td>
<td>Focus on Social Privilege; Film: “Color of Fear”</td>
<td>Hitchcock (2002)</td>
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<td>4/26</td>
<td>Social justice and the Ethical Psychologist</td>
<td>King (1968); Langhout 2015</td>
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<td>5/3</td>
<td>Group 2 workshops</td>
<td>Wellness Assessment (on Blackboard)</td>
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Last day to add: January 29
Last day to drop with full tuition reimbursement: February 12

CANCELLATION POLICY: In the event that class is canceled, I will notify you via email; this email will include information about making up the missed class, and about any changes to the syllabus related to the cancellation.