



Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7100

Course Title: Professional Issues: Ethics, Conduct, & Law

Department Name: Hawaii School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Summer 2020

Course Credits: 3

Class Meeting Days: Wednesdays 5/06 – 6/24: 10:30am – 5:00pm (6/24: 10:30am – 1:00pm)

Class Meeting Hours: 45

Class Location: TBA

Instructor Name: Lianne Philhower, PsyD, MPH

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Phone: 808.554.9893

Office Location: Kieffer 4

Office Hours: Wednesdays 9:00am – 10:30am, Thursdays 2:00pm – 4:00pm, Fridays 12:00pm – 4:00pm

Instructor Website: none

University Course Catalog Description and Overview

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

This course is further designed to give you activities to utilize the professional APA Ethical Principles and Codes as a guiding tool. It is hoped that this course will enhance the student's sensitivity to and appreciation of ethics as they are applied to the work of a clinical psychology student and clinical psychologist. This course will also explore ethical conduct in the context of working with diverse populations.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.

3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice.

Learning Outcomes

1. Students will demonstrate knowledge of ethical and professional standards and the ability to apply the current APA Code of Ethics and general ethical principles as evidenced by identifying relevant standards and principles to presentations, case vignettes, reflective papers, and final exam. (*Competency 1*)
2. Students will demonstrate the ability to integrate ethical and professional standards into all areas of professional competence and practice as well as adherence to standards of ethical conduct. In addition, students will be able to articulate and apply a model of ethical decision-making to resolve ethical issues and dilemmas as demonstrated through objective and reflective mock sanction role plays, vignette case discussions, and presentations. (*Competency 1, 2, & 3*)
3. Students will become aware of laws, statutes, and regulatory issues pertaining to the practice of psychology, and their relationship to the *Ethical Principles of Psychologists and Code of Conduct* as evidenced by passing scores of 80% or better on final exam. (*Competency 1*)
4. Students will become familiar with the role and scope of national and local professional organizations and ethics committees in resolving ethics complaints and violations as well as the complex relationship between legal and ethical requirements as demonstrated through mock sanction role-plays, vignette discussions, and participation in case discussions. (*Competency 1 & 3*)
5. Students will develop one's own ethical decision-making model when addressing ethical dilemmas in the different settings that psychologists work with personal integrity and cultural sensitivity as demonstrated through objective and reflective mock sanction role plays, vignette case discussions, and presentations. (*Competency 1, 3, & 4*)
6. Students will demonstrate the ability to identify ethical dilemmas and legal issues in the course of their professional activities and to apply a decision-making model in developing approaches to address them as demonstrated through objective and reflective mock sanction role plays, vignette case discussions, and presentations. (*Competency 1*)
7. Students will demonstrate the ability to recognize and reconcile conflicts between relevant ethics codes and laws and to resolve these ethical and legal issues appropriately as evidenced by reflective mock sanction role plays, vignette case discussions, and passing score of 80% or better on final exam. (*Competency 1 & 2*)

Required Learning Materials

Required Textbooks

Drogin, E. Y. (2019) *Ethical Conflicts in Psychology* 5th ed. Washington, DC: American Psychological Association
ISBN-10: 1433829871, ISBN-13: 978-1433829871

Required Readings

- Afolabi, O. E. (2015). Dual relationships and boundary crossing: A critical issues in clinical psychology practice. *International Journal of Psychology and Counseling*, 7(2), 29-39. Retrieved from <http://www.academicjournals.org/IJPC>
- APA (2013). *Guidelines for the Practice of Telepsychology*. Retrieved from <http://www.apa.org/practice/guidelines/telepsychology.pdf>
- APA (2015). *Guidelines for the psychological practice with transgender and gender nonconforming people*. Retrieved from <http://www.apa.org/practice/guidelines/transgender.pdf>
- APA (2017a). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
- APA (2017b). *Multicultural guidelines: An ecological approach to context, identity, and intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Bersoff, S. H. (2014). Protecting victims of violent patients while protecting confidentiality. *American Psychologist*, 69(5), 461-467.
- Bodner, K. E. (2012). Ethical principles and standards that inform educational gatekeeping practices in Psychology. *Ethics & Behavior* 22(1), 60-74. DOI: 10.1080/10508422.2012.638827
- Borkosky, B., & Smith, D. M. (2015). The risks and benefits of disclosing psychotherapy records to the legal system: What psychologists and patients need to know for informed consent. *International Journal of Law and Psychiatry*, 42(43), 19-30. Retrieved from <http://dx.doi.org/10.1016/j.ijlp.2015.08.003>.
- Boynton, M. H., Portnoy, D. B., & Johnson, B. T. (2013). Exploring the ethics and psychological impact of deception in psychological research. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4502434/>
- Donner, M. B., VandeCreek, L., Gonsiorek, J. C., & Fisher, C. B. (2008). Balancing confidentiality: Protecting privacy and protecting the public. *Professional Psychology: Research and Practice*, 39(3), 369 – 376.
- Edwards, G. (2012). Tarasoff, duty to warn laws, and suicide. *International Review of Law and Economics*, 34, 1-8.
- Ellis, E. M. (2012). What are the confidentiality rights of collaterals in family therapy? *The American Journal of Family Therapy*, 40, 369-384. DOI: 10.1080/01926187.2012.677705
- Giota, K. G., & Kleftras, G. (2014). Mental health apps: Innovations, risks, and ethical considerations. *E-Health Telecommunication Systems and Networks*, 3, 19-23. Retrieved from: <http://www.scirp.org/journal/etsn>
<http://dx.doi.org/10.4236/etsn.2014.33003>
- Hawaii Revised Statutes, Chapter 465 *Psychologists*.
- Hawaii Revised Statutes, Chapter 622-57 *1 Medical Records*.
- Hawaii Revised Statutes, Chapter 622-58 *Retention of Medical Records*.
- Hawaii Revised Statutes, Chapter 626-504.1 *Psychologist-Client Privilege*
- Johnson, R., Persad, G., & Sisti, D. (2014). The Tarasoff rule: The implications of interstate variation and gaps in professional training. *The Journal of the American Academy of Psychiatry and the Law*, 42(4), 469 – 477.
- Nesbitt, N. A. (2013). Tarasoff v. Regents of the University of California: Psychotherapist's obligation of confidentiality versus the duty to warn. *Tulsa Law Review* 12(4), 747-757.
- Thompson, A. R., & Russo, K. (2012). Ethical dilemmas for clinical psychologists in conducting qualitative research. *Qualitative Research in Psychology*, 9, 32-46. DOI: 10.1080/14780887.2012.630636
- 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. Doi: 10.1002/bsl.444.

- Williamson, A. A., Bignall, W. J. R., Swift, L. E., Hung, A. H., Power, T. J., Robins, P. M., & Mautone, J. A. (2017). Ethical and legal issues in integrated care settings: Case examples from pediatric primary care. *Clinical Practice in Pediatric Psychology, 5*(2), 196-208.
- Wise, E. H., Hersh, M. A., & Gibson, C. M. (2012). Ethics, self-care, and wellbeing for psychologists: Reenvisioning the stress-distress continuum. *Professional Psychology: Research and Practice, 43*(5), 487-494.
- Yonan, J., Bardick, A. D., & Willment, J. H. (2011). Ethical decision making, therapeutic boundaries, and communicating using online technology and cellular phones. *Canadian Journal of Counselling and Psychotherapy, 45*(4), 307-326.

Course Requirements

Instructor's Assumptions: *Learning is a shared responsibility facilitated by mindfulness and an alert and calm state of being. This requires emotional and behavioral self-regulation that is each person's responsibility.*

There is a positive correlation between one's involvement and one's learning.

There are many truths and many perspectives; all are useful in developing self-awareness and awareness of the possible other points of view.

Attendance and Participation (5%): Students are expected to attend every class, complete assigned readings, actively participate in class discussions, and behave appropriately and professionally at all times. Unexcused absences, lack of preparation, poor participation, and/or inappropriate or unprofessional behavior may result in a reduction of the overall score for the course and may be included in the course grade sheet sent to the student's advisor.

This is an intensive summer course and any absence may require additional work and may result in loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion. Please contact the instructor if you anticipate being late or absent.

Mock Sanction Role Plays & Class Discussions (10%): Students will engage in discussions regarding the issues covered in role play and case example activities. Each student is expected to participate and demonstrate reflection, objectivity, affect and behavioral regulation, critical thinking, and problem solving in their verbal and written responses to the ethical, legal, and professional issues being presented.

Topic Presentation (20%) with Ethical Case Vignette Discussion (10%): Students will create a short presentation on a specific ethical standard (or standards) that will be chosen on the first day of class. The presentation will consist of a brief Power Point presentation and discussion of a case vignette related to ethical issue(s) presented. The student will provide the class and professor with a handout that summarizes the main points of the presented ethical/legal/professional issues for their presentation. The presentation is worth 20% of the course grade. The ethical vignette and facilitation of the class discussion on the standard and related laws will be worth 10%. The presenter is expected to explain the related ethical standards, principles, and laws that apply. The student will also facilitate the decision-making process useful to resolve the ethical conflict in the vignette. The total grade for this component (presentation + vignette) is 30%.

Reflection Essays (20%): Students will write 2 short reflection essays, each on a specific ethics issue (i.e., duty to warn, telepsychotherapy, use of social media in mental health, etc.). Essays must utilize at least 2 peer reviewed journal articles and be written in APA format. Each of the reflection essays will be worth 10%, totaling 20% of the course grade. Each essay must be concisely written and be no more than 3 pages. No abstract or title page is required. (See rubric)

Final Exam (35%): Content of the final exam will be based on assigned readings from the required text, articles and lectures. The final exam is open book/notes and is scheduled for the first 3 hours on the last class day. The exam will consist of multiple choice, T/F, short answer questions, and a vignette.

Late Work Policy: All assignments are due as indicated by the assessment description above and course schedule that follows. Late assignments will result in a 5pt. deduction for each day the assignment is late.

Grading

Assignment	%
Attendance & Participation	5
Class Mock Sanction/Discussions	10
Topic Presentation	20
Ethics Case Vignette Discussion	10
Reflection Essays (2)	20
Final exam	35
TOTAL	100

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or counselingcenter@chaminade.edu. It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so

that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online

authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: The following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

SUMMER 2020 COURSE SCHEDULE

Date	Topics	Readings/Assignments
May 6	<ul style="list-style-type: none"> • Course overview-Syllabus • Introduction to Professionals Issues, Ethics, Law, and Code of Conduct • <i>Ethical Principles of Psychologists:</i> <ul style="list-style-type: none"> ▪ Introduction, Preamble, General Principles and Code of Conduct <p>Activity: Case Discussions</p>	Drogin (2019) Ch. 1, 2 & 3 APA (2017a), Wise (2012) First day readings: <ul style="list-style-type: none"> • Syllabus
May 13	Issues: Confidentiality Activity: Video w/ discussion of ethical, professional, and legal issues	Drogin (2019) Ch. 4 & 5 Afolabi (2015), APA (2017b), APA (2015), Bersoff (2014), Donner, VandeCreek, Gonsiorek, & Fisher (2008), Yonan, Bardick & Willment (2011)
May 20	Multiple Relationships & Therapy Activity: Mock Sanction #1	DUE: Reflection Essay #1 Drogin (2019) Ch. 10 APA (2013), Borkosky & Smith (2015), Williamson et al. (2017).
May 27	Academia, Teaching & Supervision Presenter: Pedro Benach <i>Ethical Issues in Clinical Training</i>	Drogin (2019) Ch. 6 & 7 Edwards (2012), Ellis (2012), Giota & Kelftaras (2014), Johnson, R., Persad, G., & Sisti, D. (2014), Nesbitt (2013), Walcott, Cerundolo, & Beck (2001)
June 03	Ethics and Law Ethics in Research Activity: Mock Sanction #2	Drogin (2019) Ch. 8 & 9 Bodner (2012), Boynton, Portnoy, & Johnson (2013), HRS-465, HRS-622-57, HRS-622-58, HRS-626-504.1, Thompson & Russo (2012),
June 10	Presentations	DUE: Presenter Handouts and Discussion Vignettes
June 17	Presentations Understanding the Business of Psychology Final Exam review	DUE: Reflection Essay #2 Review all required readings for Final Exam
June 24	Final Exam Pau Hana Discussion	!!! HAPPY SUMMER VACATION !!!

Appendix A – RUBRICS

Role Plays & Discussions: (2pts each. Total 10 pts.)

1. Participates in role plays and discussions.
2. Remains objective and measured in comments, responses, and queries.
3. Demonstrates solid understanding and application of Ethical Principles.
4. Works collaboratively in problem-solving issues to find ethical, legal, and professional solutions.
5. Demonstrates critical thinking and ability to consider multiple perspectives.

Reflection Essays: (2pts each. Total 10 pts.)

6. Essay is focused on the ethics, law, and professional behavior of psychologists.
7. Essay integrates 2 peer-reviewed articles or assigned article readings (not from text or books).
8. Essay is in APA format for margins, font, headings, grammar, citations, and references.
9. Essay is well-written, concise, and logically organized.
10. Essay evidences objectivity and critical thinking that considers multiple perspectives including one's own.

Ethics Presentation: (Total = 25pts.)

1. The presentation specifically relates to the Ethical Standard assigned. (2pts.)
2. Information is communicated clearly, accurately, and in an audible voice. (3pts.)
3. The presenter is appropriately dressed and has a professional attitude. (2pt.)
4. Presentation cites appropriate sources for the information used (2pts.)
5. Presentation information is relevant and current. (3pts.)
6. Handouts are useful and provide good references for learning. (3pts.)
7. Learning activities and discussions are managed well. (2pts.)
8. Visual aides are well prepared, organized, informative, and effective. (3pts.)
9. The length of the presentation is appropriate to the assigned time limit. (2pts.)
10. The presenter responded to questions respectfully, with professional humility. (3pts.)

Case Vignette: (Total 15 pts.)

1. The vignette is relevant to the ethical standard assigned. (3pts.)
2. The vignette is well-written and 1 page in length. (2pts.)
3. The vignette inspires meaningful discussion on the area of ethics assigned. (2pts.)
4. The vignette is original and created out of an informed understanding of the ethical standard. (3pts.)
5. Case vignette discussion and questions are managed well. (5pts.)

Appendix B – Other Legal & Professional Reading Resources

Hawaii Laws

Administration rules can be downloaded from: <http://www.hawaii.gov/ltgov/office/adminrules/>

Hawaii Administrative Rules, Title 16, Chapter 98, *Psychologists*

Hawaii Court Rules, State and Federal, Hawaii Rules of Evidence; Rule 504.1 *Psychologist-client privilege*.

Hawaii Revised Statutes can be downloaded from: <https://law.justia.com/codes/hawaii/2017/>

Hawaii Revised Statutes, Chapter 350 *Child Abuse*.

Hawaii Revised Statutes, Chapter 45 JD- 1 *Health Care Professionals*.

Hawaii Revised Statutes, Chapter 465 *Psychologists*.

Hawaii Revised Statutes, Chapter 622-55 1 *Medical Records*.

Hawaii Revised Statutes, Chapter 622-58 *Retention of Medical Records*.

Hawaii Revised Statutes, Chapter 626-504.1 *Psychologist-Client Privilege*

Hawaii Child Protection and Welfare Guide

http://www.hawaii.gov/dhs/protection/social_services/childwelfare/guide_to_cws/

Hawaii Forensic Psychology Resource

<http://hawaiiforensicpsychology.com/resources/>

APA Guidelines

(APA readings can be downloaded at: <http://www.apa.org/practice/prof.html>)

or <http://search.apa.org/search?limited=true§ion=pubs&query=APA%20Guidelines>

1. American Psychological Association, (n.d.). [*Getting Ready for the HIPAA Privacy Rule: A Primer for Psychologists*](#).
2. American Psychological Association, (2000). Guidelines for research in ethnic minority communities.
3. American Psychological Association, (2006). Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. *Professional Psychology: Research and Practice*.
4. American Psychological Association. (2007). Record keeping guidelines. *American Psychologist*
5. American Psychological Association. (2007). Recent developments affecting the disclosure of test data and materials. *Committee on Psychological Test and Assessment*
6. American Psychological Association, (2009). Reporting standards for research. *American Psychologist*
<http://www.apa.org/ethics>
7. American Psychological Association. (2010). Guidelines for psychological evaluations in child protection matters.
8. American Psychological Association. (2010). Guidelines for child custody evaluations in family law proceedings. *American Psychologist*, December, 863-867.
9. American Psychological Association, (2012). Guidelines for psychotherapy with lesbian, gay and bisexual clients.
10. American Psychological Association (2013) Guidelines for Psychological Practice in Health Care Delivery Systems
11. American Psychological Association, (2013). Guidelines for the practice of telepsychology.
12. American Psychological Association, (2017). Clinical practice guideline for the treatment of PTSD.
13. American Psychological Association, (2017). *Ethical Principles of Psychologists and Code of Conduct*.
<http://www.apa.org/ethics>
14. American Psychological Association. (2018). Guidelines for psychological practice with girls and women.
15. American Psychological Association. (2018). APA guidelines for psychological practice with boys and men.
16. American Psychological Association (2019) APA guidelines for psychological practice for people with low-income and economic marginalization.