

Western University
Department of Psychology
Psychology 9300A
Professional Foundations and Ethics in the Practice of Psychology
Fall 2025
Westminster Hall, Room 20F, Wednesday 1:15 to 4:15

Enrollment Restrictions

Enrollment in this course is restricted to graduate students training in all areas of Clinical Psychology.

Instructor and Teaching Assistant Information

Instructor: Jeff St. Pierre, Ph.D., C.Psych. Retired

Home Phone: 519-472-5208 no text

Office Hours: Dr. St. Pierre can be available by appointment or after each class

Email: jstpierr@uwo.ca

Please post basic questions on the Course OWL website under Discussion for the benefit of fellow students. Beginning September 20th, Dr. St. Pierre will monitor OWL each morning and add to any discussion already shared by other students. For submissions or questions to Dr. St. Pierre via e-mail, please put Psych9300 in the Subject line, or set up a telephone meeting.

Course Description

This course serves as an orientation to professional issues relevant to all areas of being a scientist-practitioner in clinical psychology. Ethical guidelines, standards, and jurisprudence (focussed on Ontario legislation) are reviewed in relation to assessment, treatment, consultation, supervision, teaching and research. Students learn to develop problem-solving skills related to risk management and resolving common ethical dilemmas in areas such as record-keeping, consent, confidentiality, professional boundaries, individual differences, and self-care.

Course Format

On campus, in-person weekly three hour course. Attendance is critical as students will take active ownership of their own learning through in-class work and discussion.

Course Learning Outcomes/Objectives

This course aims to facilitate a foundation for lifelong learning through an introduction to the psychology literature on ethical problem solving and jurisprudence. After two weeks of intensive reading, we will apply knowledge through classroom discussions of case vignettes along with student presentations to support professional development as clinicians, teachers and scholars, while encouraging lifelong SMART goal setting and monitoring.

Upon completion of this course, students should be able to:

1. Depth and Breadth of Knowledge.

Readily find and understand relevant jurisprudence, regulatory standards, and guidelines required in the practice of psychology across various professional settings in Ontario, including clinical practice, teaching and research.

2. Knowledge of Methodologies.

Demonstrate the ability to apply a formal decision-making process using legislation, regulatory standards and the Code of Ethics of the Canadian Psychological Association in both written work and class discussion.

3. Application of Knowledge.

Utilize case vignettes on written assignments and in discussion with peers to explore contentious areas of decision making impacting multiple stakeholders.

4. Communication Skills.

Demonstrate and model professional responsibilities and behaviour during oral participation and written assignments; self-monitor academic integrity within scholarly pursuits and the use of technology. If you are not participating in class, or not meeting coursework expectations, I will speak to you privately about obstacles you are experiencing.

5. Awareness of Limits of Knowledge. State clearly the guidelines regarding scope of practice, while outlining a plan for recognizing boundaries and maintaining competency for evidence-based practice and teaching. This Syllabus can be retained as a template for lifelong learning.

6. Autonomy and Professional Capacity. State the process for a student becoming a psychologist, and the need for supervision, consultation and lifelong professional development on diverse topics such as protection of privacy, informed consent in research and evidence based clinical practice, equity and diversity issues, and dual role relationships.

Course Materials

See below – eventually also available through the Course Readings links on OWL Brightspace.

Mandatory:

Truscott, Derek; Crook, Kenneth H. (2021). *Ethics for the Practice of Psychology in Canada*.

cut and paste this link for multiple users to access this e-text by signing in at the “Available Online” link through the UWO library https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_UWO:UWO_DEFAULT&search_scope=OCULDiscoveryNetwork&tab=OCULDiscoveryNetwork&docid=alma991045220375505163

Companion Manual to the Canadian Psychological Association Canadian Code of Ethics for Psychologists Fourth Edition (CPA 2018). Purchase here: <https://cpa.ca/aboutcpa/committees/ethics/companion/>

The Manual is available at a discount for CPA members (student membership is also highly recommended). It offers applications of your mandatory reading (free online) of the *Canadian Code of Ethics for Psychologists Fourth Edition* (CPA 2017):

https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Methods of Evaluation

Type	Date	% of Grade
1. Quiz/Test	Weekly	30%
2. Class participation including Homework Assignments	Weekly	35%
3. Special Topics Literature review paper + presentation	Nov 10th	35%

1. Weekly class quizzes – multiple choice and/or written explanation as to relevant guidelines that determined your answer. Submit online or in class. If you must miss class, it is your responsibility to monitor for missed work and graded evaluations – if uncertain contact Dr. St. Pierre.

2. Weekly attendance, group participation, and written homework assignments will be graded. As professionals, it is expected that you will arrive at class prepared to discuss the assigned readings, and support and respect the learning process of your peers through active listening, informed debate, while contributing to peer leadership. Written assignments announced in class will be submitted via OWL Psych9300 Assignments – grading rubric tba in class, typically worth 5 marks each. Students may be required to submit Worksheets for a case study described in class the following Monday before 1pm on OWL, with two alternative plans of action for three stakeholders. Late homework assignment submissions will be graded minus one mark late up to 24 hours, minus two marks up to 48 hours, etc. Learning Objectives - After a case presentation by Dr. St. Pierre, a guest professional, or a classmate, you should be able to use course readings to state any relevant jurisprudence, standards or guidelines that are directly relevant to ethical problem solving in the area of the speaker's topic. Second, students may be asked to create a related multiple choice question (knowledge or case based) and send to Jeff that may be posted as an OWL Test for the class. Third, students at some point may be assigned to create a concise bullet summary of important professional and ethical practice tips they wish to carry forward; Jeff may share these with the class, so each of you will finish the class with a small folder of practical shared notes.

Course Guest Lectures:

Dr. Allan Shapiro, Psychologist, London

Professor Rick Csiernik, PhD, RSW, CCAC, Professor, School of Social Work, King's University College

3. Specialty Topics Literature Review and Presentations – By Monday November 10 at 1pm submit all four of these to Jeff (same one mark per day late penalty as above):

- one page with a very concise annotated list (topic refs_name_lastname in Word.docx format) of maximum 5 key journal articles on the relevant research literature you want to share with the class. Use APA style (7th edition) reference format <https://apastyle.apa.org/>. (5 marks)
- one to two page summary (bullet points) of tips a Psychologist needs to know about competent evidence based and ethical work in your Specialty topic area (topic_name_lastname.docx). Regarding ethics, note at least one relevant piece of legislation, and relevant

standards/guidelines. After they are reviewed by Jeff, your Word files will be posted on OWL for your fellow students to download prior to your class presentation. **(10 marks)**

- Slideshow to be posted on OWL for the class, maximum 25 slides (topic name_lastname). This may include other references (APA style) not in the original annotated list handout. **(8 marks)**
- You must offer a case vignette in writing to Jeff which includes a multiple choice quiz question your classmates will answer for a mark. **(2 marks)**
- On your presentation day, you have maximum 25 minutes to discuss your topic of interest and be prepared for another 15 minutes for questions. You must include an example case vignette (different from the one submitted for the class quiz) to lead the class in a practical discussion of ethical issues and answers. **(10 marks)**

Note you are instructed not to use AI for a literature search, as various large language computer programs in this new science may generate fake references

(<https://doi.org/10.1080/08989621.2023.2185514>; CHATGPT update -

<https://doi.org/10.1080/08989621.2025.2465619>). If at any time in this course you do use

Generative AI software to generate ideas that you use and submit for marks, you must reference you did so to avoid plagiarism, just as you would any intellectual source not your own (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>).

Possible topics with a focus on ethical considerations and competent practice:

- Special Assessment Expertise – for example choose one of custody and access; young offender; criminal risk; fitness to stand trial; malingering; capacity; assessment of clients where English is not a primary language; cultural differences; or suggest your own specialty.
- Evidence Based and Ethical Practice – real world effectiveness of treating a disorder of your choice.
- Malpractice (& responding to complaints)
- Prescription privileges for psychologists
- Research with vulnerable populations
- “Replication crisis” in psychology research
- Telepsychology/remote practice in assessment; in treatment. Cross-jurisdictional issues?
- Ethical Issues in the Business of Psychology
- Ethical Issues in Academic Psychology (Teaching and Research)
- Medical Assistance in Dying (do Psychologists have a role?)
- Artificial Intelligence software usage in academic scholarship; AI in mental health support
- Removal of EDI policies in the United States – evidence of ethical and/or health impact?
- Ethical Considerations for Psychologists Taking a Public Stance on Controversial Issues
- Or convince Dr. Jeff of a topic of special interest

Course Timeline

Week	Date 2025	Topics	Readings (see links and resources below this table and on OWL Course Readings tab)
1	Sept 10	NO in-person CLASS LECTURE. Intensive Reading Week Video Introduction and PPT slides on OWL Brightspace page. Defining a Professional Psychologist. Introduction to Ethical Practice, Teaching, and Research. Theory and Competence. Quiz 1 – online due before Sept 15, 1pm. (each of the weeks below, any in-class Quizzes will be open until the following Monday at 1pm)	PPT Week 1 Professional Foundations (OWL). RHPA (1991), Psychology and Applied Behaviour Analysis Act (2021). CPBAO Registration Guidelines and self-assessment PDP materials for the C.Psych. CPBAO Standards of Professional Conduct (2024). CPA Code of Ethics 4th edition (2017). CPA Practice Guidelines for Providers of Psychological Services (2017). Browse the CPBAO FAQ website.
2	Sept 17	No in-person class lecture. More reading. See OWL PPT. Ethics, Standards, Jurisprudence. Evidence Based Practice Guidelines. Homework EBT Literature Assignment #1 (5 marks) due before Sept. 22, 1pm.	PPT Week 2 Competence (OWL). Truscott and Crook (2021) Chp 1, 2 Understanding and Making Ethical Decisions. Chp 3 Meeting Professional Standards. Chp 4 Incorporating Legal Expectations. College Self-Assessment Guide to CPD.
3	Sept 24	First in-class lecture in WH20F. Getting to know your new colleagues. Informed Consent. Confidentiality. Record Keeping. Supervision. Homework Case Study #1 (see PPT slide) due before Monday Sept. 29, 1pm (#2 – in class you will book an interview time for next week with Dr. St. Pierre)	PPT Week 3 Client Rights (OWL). Truscott and Crook Chp 5 Obtaining Consent. Chp 6 Protecting Confidentiality. College of Physicians and Surgeons of Ontario: Consent to Treatment. The Health Care Consent Act (1996). The Substitute Decisions Act (1992). The Child, Youth and Family Services Act(2017). Reporting child abuse and other concerns. PHIPA - Information and Privacy Commissioner FAQ. IPC – Circle of Care. Fisher (2008). Worksheets – Ethical Decision Making; Risk-Benefit (on OWL).
4	Oct 1	Assessment. Case Study #1 discussion. Homework Assignment Case Study #2 Scheduled interviews with Dr. St. Pierre. (Groups Part A due before Oct. 6, 1pm).	PPT Week 4 Assessment (OWL). Meyer et al (2001). Blanton & Jaccard (2006). APA (2020) Guidelines for Psychological Assessment and Evaluation. AERA (2014) Standards for educational and psychological testing.

Week	Date 2025	Topics	Readings (see links and resources below this table and on OWL Course Readings tab)
5	Oct 8	Treatment. Case Study #2 – service decisions and outcomes Homework Assignment Case Study 2 (Part B due before Oct. 13, 1pm)	PPT Week 5 Treatment (OWL). Report of the CPA Task Force on Evidence-Based Practice of Psychological Treatments (2012) Beutler (2000) and (2004). CBC news article on involuntary treatment.
6	Oct 15	Telepractice. Equity, Diversity and Inclusion. Truth and Reconciliation. Guest Dr. Allan Shapiro 1:30 - 3pm in person Case Study 3 Assignment “Mary” worksheets due before Monday Oct 20, 1pm.	PPT Week 6 Telepractice and Diversity (OWL). Truscott Chp 9 Appreciating Diversity. CPA Guidelines for Non-Discriminatory Practice. Ansloos et al (2022). Calvez & Cummings (2022). CPA Guidelines on Telepsychology (2023) Psynopsis 2023, 45(2). Lustgarten et al (2020). APA Guidelines for the Optimal Use of Social Media in Professional Psychological Practice (2021). Shapiro & Teasell (2004).
7	Oct 22	Multiple Relationships. Boundaries. Social Responsibility and Advocacy. Case Studies Homework Assignment Week 7 - The Balance Between Personal and Professional Life (worksheets due Oct 27 before 1pm, 5 marks)	PPT Week 7 Personal and Public Boundaries (OWL). CPBAO Professional boundaries in health-care relationships. CPBAO Preventing and addressing sexual abuse and boundary violations. Truscott Chp 7 Helping without Harming Chp 8 Maintaining Professional Boundaries Chp 10 Being Socially Responsible. Haeny (2014).
8	Oct 29	Guest Dr. Rick Csiernik in person Research and Program Evaluation. Scholarship. Teaching and Training. (Homework Assignment tba due before Monday Nov. 10 at 1pm)	PPT Week 8 Teaching Training Research Truscott Chp 11 Conducting Research. Responsible Conduct of Research at Western. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022). Distinguishing Between Quality Assurance/Improvement, Program Evaluation & Research, Western HSREB Guidance memo. CPA Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration.

Week	Date 2025	Topics	Readings (see links and resources below this table and on OWL Course Readings tab)
9	Nov 5	NO CLASS – UWO Reading Week This first week of November is a time to work on your Specialty Papers/Presentations. It is also an opportunity to reflect on your self-care. Note – Special Topics papers, references, slide show and quiz due before Monday Nov. 10, 1pm	I have provided resources specific to wellbeing in clinical psychology graduate students in the Reading List.
10	Nov 12	Presentations – 3 students Your 3 Quizzes on OWL tba, due before Nov 17, 1pm	
11	Nov 19	Presentations – 4 students Your 4 Quizzes on OWL tba, due before Nov 24, 1pm	
12	Nov 26	Presentations – 4 students Your 4 Quizzes on OWL tba, due before Dec 1, 1pm	
13	Dec 3	Wrap Up. Training to become a Psychologist in Ontario. Q & A. Self-care plan and Wrap – up. (Final Assignment Worksheets due before Monday Dec 8 at 1pm)	PPT Week 13 Wrap Up (OWL). UWO Practica planning. Nicholson (2022). CPBAO Psychologist Registration. CPBAO Continuing Professional Development. Haley (1980). Hadjistavropoulos (2023).

Reading List

Week 1 and Week 2 Intensive Reading

Informed discussions in class necessitate a lot of reading to begin the course. The first two weeks I have set aside lectures to offer you six extra hours of intensive reading time. OWL has all assigned Reading Resources with the active links also in the Syllabus. Each week my OWL PPT may contain other useful links to the literature, as will the assigned chapters each week from Truscott and Crook – references you will use for some years to come. I am aware the Code of Ethics Companion manual is a very slow purchase through CPA. If you do not have it please study carefully the basic **Canadian Code of Ethics for Psychologists** Fourth Edition (CPA 2017): https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

If you have not yet read the information on the development and use of our very unique Ethics Code by Dr. Sinclair in the CPA Companion Manual, read this article: Sinclair, C. (2020). Developing and revising the Canadian Code of Ethics for Psychologists: Key differences from the American Psychological Association code. *Ethics & Behavior*, 30(4), 249-263. <https://doi.org/10.1080/10508422.2019.1711094>

CPA Practice Guidelines for Providers of Psychological Services (2017). (also found p. 288-296 in the CPA Companion Manual to the Code of Ethics, 4th Ed).

https://cpa.ca/docs/File/Ethics/CoEGuidelines_PracticeProvPsych2017_Final.pdf

Defining a Psychologist – to understand our Professional parameters, please browse the **Regulated Health Professions Act (1991)** <https://www.ontario.ca/laws/statute/91r18> (note especially Section 27 on Controlled Acts).

and browse this site to view other Ontario Colleges <https://www.regulatedhealthprofessions.on.ca/>.

Psychology and Applied Behaviour Analysis Act (2021): <https://www.ontario.ca/laws/statute/21p27>.

In a beginning ethics course, we necessarily focus students on what not to do – this section of the Act Ontario Regulation 195/23: **Professional Misconduct:** <https://www.ontario.ca/laws/regulation/r23195>

NEW 2024 Standards of Professional Conduct - College of Psychologists and Behaviour Analysts of Ontario - https://cpbao.ca/cpo_resources/standards-of-professional-conduct-2024/

*the College was renamed in 2024; some documents in my 9300 course readings continue to use the CPO heading rather than CPBAO – they all still work. Please browse the **College FAQ** in your first two weeks of class for an introduction to the indepth questions you will have in the years to come both as a student and as a psychologist or professor, and the expert answers that are at your fingertips here:

<https://cpbao.ca/resources/faqs/>

Legislation, professional standards and guidelines of relevance to members of the College of Psychologists of Ontario (you have a few years to learn this list thoroughly!):

<https://cpbao.ca/wp-content/uploads/Document-Legislation-Standards-and-Guidelines-Relevant-to-Psychology-Members-2025-05-English.pdf>

Similarly, here is the current **CPBAO Self-Assessment Guide/Continuing Professional Development Plan**. This is the single most useful document for you to quickly monitor your ongoing PDP as a Professional Psychologist, and it includes all the links you need to study to obtain and maintain your licence to practice: <https://cpbao.ca/wp-content/uploads/SAGPDP-2025.pdf>

Psychologists Registration Guidelines in Ontario

https://cpbao.ca/cpo_resources/registration-guidelines-psychologist-i-guidelines-for-completing-the-declaration-of-competence/

https://cpbao.ca/cpo_resources/appendix-c-definition-of-practice-areas/

https://cpbao.ca/cpo_resources/registration-guidelines-appendix-d-core-competencies-required-for-the-professional-practice-of-psychology/

Week 3

To be ready for the first in-class discussion on September 24; please review the first six chapters of Truscott and Crook as well as the assigned legislation and standards of practice noted in the Course Timeline. This week we will begin doing case study homework using the Worksheet on Ethical Decision Making; Worksheet Risk Benefit (both .doc files on OWL). From Evans and Dobson (2021) Chapter 5.

Informed Consent

For a useful guide to Consent to Treatment see the College of Physicians and Surgeons of Ontario
<http://www.cpso.on.ca/Policies-Publications/Policy/Consent-to-Medical-Treatment>

For your own review before class, please browse the Table of Contents of each piece of Ontario legislation below:

The Health Care Consent Act (1996) <https://www.ontario.ca/laws/statute/96h02>

The Substitute Decisions Act (1992) <https://www.ontario.ca/laws/statute/92s30>

The Child, Youth and Family Services Act (2017) <https://www.ontario.ca/laws/statute/17c14>

Record keeping

Information and Privacy Commissioner (September 2015). Frequently Asked Questions: **Personal Health Information Protection Act (PHIPA)** is a very useful summary.

<https://www.ipc.on.ca/en/resources-and-decisions/frequently-asked-questions-personal-health-information-protection-act>

Information and Privacy Commissioner (August 2015). **Circle of care**: Sharing personal health information for health-care purposes, another useful summary.

<https://www.ipc.on.ca/en/resources-and-decisions/circle-care-sharing-personal-health-information-health-care-purposes>

Government of Ontario, Ministry of Children, Community and Social Services (2018). **Reporting child abuse and neglect**: It's your duty.

http://www.children.gov.on.ca/htdocs/English/documents/childrensaidthereportingchildabuseandneglect_EN.pdf

Fisher, M.A. (2008). Protecting Confidentiality Rights: The Need for an Ethical Practice Model. *American Psychologist*, 63 (1), 1-13. <https://doi.org/10.1037/0003-066X.63.1.1>
(be prepared to discuss in class)

Week 4

Assessment

Meyer et al (2001). Psychological Testing and Psychological Assessment: A Review of Evidence and Issues. *American Psychologist*, 56 (2), 128-165. DOI: 10.1037//0003-066X.56.2.128

Blanton, H., & Jaccard, J. (2006). Arbitrary metrics in psychology. *American Psychologist*, 61(1), 27-41.
<https://doi.org/10.1037/0003-066X.61.1.27> (a common pitfall for students on Practicum!)

American Psychological Association, APA Task Force on Psychological Assessment and Evaluation Guidelines. (2020). *APA Guidelines for Psychological Assessment and Evaluation*.

<https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>

- please review the **17 Guidelines found in bold blue print within the document**

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. American Educational Research Association.

Retrieved from <https://www.testingstandards.net/open-access-files.html>

- please browse the **Glossary**, which is an excellent primer to the science of psychometrics
- please read the **Table of Contents**
- please look at the numbered Standards (**bold print**) in Chapter 6, 8, 9, 10

Week 5

Treatment

Canadian Psychological Association (2012). Report of the CPA Task Force on Evidence-Based Practice of Psychological Treatments. (lead author is Professor Dozois). Read the Cognitive Therapy for Dysthymia Vignette (p. 29-39) as an exemplar.

https://cpa.ca/docs/File/Practice/Report_of_the_EBP_Task_Force_FINAL_Board_Approved_2012.pdf

Throughout your career you will maintain a list of EBA and EBT protocols to offer informed consent to your clients, as we attempted in the Wk 2 assignment. However, the EBP movement has generated heated ethical debate that we will review.

Beutler, L. E. (2004). The empirically supported treatments movement: A scientist-practitioner's response: Science and practice. *Clinical Psychology*, 11(3), 225-229.

<https://doi.org/10.1093/clipsy.bph076>

Beutler, L. E. (2000). Empirically based decision making in clinical practice. *Prevention & Treatment*, 3(1), 27a. <https://doi.org/10.1037/1522-3736.3.1.327a> be sure to review Appendix A citing **Reasonable, Basic and Optimal Principles for Systematic Treatment Selection**.

Please read these two news articles about the involuntary treatment debate as witnessed through the lens of one woman's life, and be ready to discuss. Do any of our guidelines help us with moral decisions of weighing societal costs versus individual costs? <https://www.cbc.ca/news/canada/ottawa/debate-on-forced-mental-health-treatment-continues-as-one-woman-s-costs-top-800k-1.7163694>
<https://www.cbc.ca/newsinteractives/features/the-revolving-door>

Week 6

Equity and Diversity

Guidelines for Non-Discriminatory Practice

https://cpa.ca/docs/File/Ethics/CoEGuidelines_NonDiscPract2017_Final.pdf

Truth and Reconciliation

Ansloos, J., Day, S., Peltier, S., Graham, H., Ferguson, A., Gabriel, M., . . . DuPré, L. (2022). Indigenization in clinical and counselling psychology curriculum in Canada: A framework for enhancing Indigenous education. *Canadian Psychology/Psychologie Canadienne*, 63(4), 545-568.

<https://doi.org/10.1037/cap0000335>

Calvez, S., & Cummings, J. A. (2022). Getting on the path to indigenization: Embracing (re)conciliation in Canadian psychology. *Canadian Psychology / Psychologie canadienne*, 63(4), 569-575.
<https://doi.org/10.1037/cap0000344>

Telepractice

CPA Guidelines on Telepsychology, June 2023.

https://cpa.ca/docs/File/Practice/Telepsychology_Guidelines-September_2023-EN_FINAL.pdf

Information and Privacy Commissioner (Feb 2021). Privacy and security considerations for virtual health care visits. <https://www.ipc.on.ca/wp-content/uploads/2021/02/virtual-health-care-visits.pdf>

Browse through - PSYNOPSIS (2023). Telepsychology Issue, 45 (2).

https://cpa.ca/docs/File/Psynopsis/2023/Psynopsis_Vol45-2.pdf

https://cpa.ca/docs/File/Psynopsis/2023/References_Vol45-2.pdf

Lustgarten, S.D., Garrison, Y.L., Sinnard, M.T., & Flynn, A.W. (2020). Digital privacy in mental healthcare: Current issues and recommendations for technology use. *Current Opinion in Psychology*, 36, 25–31.
<https://doi.org/10.1016/j.copsyc.2020.03.012> (open access online)

American Psychological Association, APA Committee on Professional Practice and Standards. (2021). Guidelines for the Optimal Use of Social Media in Professional Psychological Practice. Retrieved from <https://www.apa.org/about/policy/guidelines-optimal-use-social-media.pdf>

Guest Speaker – Please read prior to Dr. Allan Shapiro’s talk:

Shapiro, A.P. & Teasell, R.W. (2004). Behavioural interventions in the rehabilitation of acute v. chronic non-organic (conversion/factitious) motor disorders. *British Journal of Psychiatry*, 185, 140-146.

Week 7

Truscott and Crook Chps 7, 8, 10 offers ethical problem-solving Boundaries dilemmas.

College guidance - Professional boundaries in health-care relationships.

https://cpbao.ca/cpo_resources/professional-boundaries-in-health-care-relationships/

College guidance - Preventing and addressing sexual abuse and boundary violations.

<https://cpbao.ca/members/professional-practice/preventing-and-addressing-sexual-abuse-and-boundary-violations/>

Pick one scenario from this CPBAO Discussion Guide of 20 scenarios depicting potential boundary crossings – and be ready to discuss Reflection questions A through E for that case.

Go to any issue of the College Newsletter <https://cpo.on.ca/resources/headlines/>, and note in the public report from the Inquiries, Complaints and Resolutions Committee the types of ethical concerns for which our Regulatory College has received complaints.

Advocacy and Freedom of Expression

Haeny, A.M. (2014) Ethical Considerations for Psychologists Taking a Public Stance on Controversial Issues: The Balance Between Personal and Professional Life, *Ethics & Behavior*, 24:4, 265-278.

<https://doi.org/10.1080/10508422.2013.860030>

<https://pmc.ncbi.nlm.nih.gov/articles/PMC4204330/pdf/nihms559447.pdf> - open text

Week 8

Guest Dr. Rick Csiernik readings tba

Research

Truscott and Crook Textbook Chapter 11 Conducting Research.

Tri-Council Policy Training: Ethical Conduct for Research Involving Humans – **TCPS 2** (2022)

<https://tcps2core.ca/welcome> - this online training program is not mandatory for this course, however you MUST complete it before you engage in any human research in clinical psychology. Highly recommended you do so ASAP.

Responsible Conduct of Research. Western Manual of Administrative Policies and Procedures.

https://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp70.pdf

Distinguishing Between Quality Assurance/Improvement, Program Evaluation & Research, Western HSREB Guidance memo

https://www.uwo.ca/research/docs/ethics/hsreb_guidelines/Distinguishing_Between_QA_QI_PE_Research-9Mar2021_Updated.pdf

Teaching

The Companion Manual to the CPA Code of Ethics 4th Edition contains many case examples of ethical dilemmas in the classroom!

Week 9 – No Lecture

Time to complete your Specialty Papers and Presentations – **due November 10.**

The importance of maintaining your wellbeing. CPBAO Self-care plan

https://cpbao.ca/cpo_resources/self-care-plan/

The most comprehensive self-care resource available is in Western Library as a free electronic book. At this point in your career, I **recommend** Chapter 1 “*Exploring Your Sources of Distress*”, and Section II (Chps 5 – 10) “*Establishing Lifestyles of Self-care*”. Carter, L. A., & Barnett, J. E. (2014). *Self-care for clinicians in training : A guide to psychological wellness for graduate students in psychology*. Oxford University Press, Incorporated.

<https://ebookcentral.proquest.com/lib/west/reader.action?docID=1695932>

Maranzan, K. A., Kowatch, K. R., Mascioli, B. A., McGeown, L., Popowich, A. D., & Spiroiu, F. (2018). Self-care and the Canadian Code of Ethics: Implications for training in professional psychology. *Canadian Psychology*, 59(4), 361 -368. <https://doi.org/10.1037/cap0000153>

Week 10, 11, 12 - Student Presentations Readings and Presentations tba.

Week 13

UWO Practica Planning

https://www.psychology.uwo.ca/research/clinical/practicum_planning_procedures.html

<https://www.psychology.uwo.ca/research/clinical/pdfs/supervision-contract.pdf>

Browse the College Registration Supervision Guidelines and Resources

<https://cpbao.ca/resources/reference-library/?rsc=supervisor-resources>

CPA Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration.

https://cpa.ca/docs/File/Publications/CoEGuidelines_Supervision2017_final.pdf

CPBAO Continuing Professional Development

https://cpbao.ca/cpo_resources/a-guide-to-self-reflection/

<https://cpbao.ca/wp-content/uploads/Quality-Assurance-Program-Overview.pdf>

Nicholson, I. R. (2022). Canadian models of professional training: Past and future. *Canadian Psychology/Psychologie canadienne*, 63(2), 261-277. <https://doi.org/10.1037/cap0000325>

Hadjistavropoulos, T. (2023). Domains of contemporary and future ethical dilemmas. *Canadian Psychology / Psychologie canadienne*, 64(3), 178-188.

<https://doi.org/10.1037/cap0000356>

Haley, J. (1980). How to be a marriage therapist without knowing practically anything. *Journal of Marital and Family Therapy*, 6(4), 385-391.

In general

In teaching this course, I have relied on many other resources. The following are key:

Evans, D.R. & Dobson, K.S. (2021). *The law, standards of practice, and ethics in the practice of psychology* (4th ed.). Thomson Reuters. (***the definitive guide** to Psychology Regulation in each Canadian Province - in the UWO Clinical Grad Test Library)

Barbara Wand Seminar Archives

The CPO Barbara Wand half-day 2023 webinar is not mandatory for this course, but I encourage you to watch it before your clinical practicum begins: The Ethics of Professional Supervision. June 2023.

<https://cpbao.ca/members/professional-practice/barbara-wand-seminar/barbara-wand-seminar-archives/>

Koocher, G.P. & Keith-Spiegel, P. (2016)., *Ethics in psychology and the mental health professions: Standards and cases*. (4th ed.). Oxford University Press. (the definitive USA resource in Weldon Library)

Check this list in the future for updates:

<https://cpa.ca/aboutcpa/committees/ethics/resources/>

How do I know what the Ontario College of Psychologists has announced? Two ways to catch up:

The CPBAO FAQ is an incredible resource that is updated:

<https://cpbao.ca/resources/faqs/>

You can look at the index of the Bulletin for any year you like – here is the summary of topics in the past decade. <https://cpo.on.ca/wp-content/uploads/Index-of-Articles-eBulletin.pdf>

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Land Acknowledgement

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation, as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.