

## Clinical Psychology PhD Student Code of Conduct

University of Texas at Tyler Department of Psychology and Counseling  
Voted and Approved by Faculty on 11 November, 2020

Graduate students are expected to adhere to the ethical principles of psychologists in all domains of their professional career, including the roles of student, researcher, instructor and clinician. A copy of the APA Ethical Principles of Psychologists and Code of Conduct will be given to each clinical psychology graduate student in the UT Tyler Psychology and Counseling graduate program(s). It is also the responsibility of each graduate student to be familiar with the content of the relevant Ethical Principles/Code of Ethics, and to maintain awareness as the principles are changed or clarified by the APA and to consult with his/her advisor and/or a trusted faculty member or administrator if they have questions or concerns about ethical issues. The following documents govern students and their conduct while in the program.

- Clinical Psychology PhD Program Handbook (see program retention and annual evaluation policy)
- Psychologists' Licensing Act and Rules and Regulations of the Texas Behavioral Health Executive Committee <https://www.bhec.texas.gov/wp-content/uploads/2023/06/PSY-Rulebook-June-2023.pdf>
- American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2002, amendments from 2010 & 2016) - <https://www.apa.org/ethics/code/>
- Association of State and Provincial Psychology Boards (ASPPB) *Code of Conduct (2005 revision)* [http://ethics.iit.edu/codes/ASPPB%20Code%20of%20Conduct%2005%20\(1\).pdf](http://ethics.iit.edu/codes/ASPPB%20Code%20of%20Conduct%2005%20(1).pdf)
- UT Tyler Student Code of Conduct- <https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf>
- UT Tyler Sexual Harassment Complaint, Investigation, and Grievance Procedures and Responsibilities- <https://www.uttyler.edu/academic-affairs/files/243sexualmisconduct.pdf>

Each student will be provided copies of these materials and is expected to become familiar with them. Each student will be asked to sign a document attesting to receiving and being familiar with these guidelines and policies (see Familiarity With Critical Information, Conformity With Law & Standards of Ethics and Conduct, Risk Awareness, & Communication With Practica and Internship Supervisors)

Some of the issues most relevant to graduate student training are discussed below. Students also need to be aware that violation of the Ethical Principles of Psychologists/Code of Ethics by a student is considered to be academic misconduct and may lead to dismissal from the program. In a situation where different Ethical standards appear to be inconsistent, the standard that offers the strongest protection for the most vulnerable party (e.g., client, student, subordinate) is expected to be followed.

Graduate students assume a variety of roles during professional training, some of which are subordinate in nature and some of which entail influence and responsibility over others. It is important that students be aware of both their rights and their responsibilities with respect to issues of sexual harassment and dual-role relationships. Any students with questions or concerns about these issues should discuss them with their advisor, the Director of Clinical Training, the Department Chair, or another trusted faculty member, with the assurance that confidentiality will be maintained unless we are legally required to report the information. Issues pertaining to sexual harassment, multiple relationships, and exploitation are covered in Section 3.

## **From the APA Ethical Principles of Psychologists**

### **3.02 Sexual Harassment**

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

### **3.05 Multiple Relations**

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

### **3.08 Exploitation**

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants and employees.

### **Student and Faculty Relationships**

The Department of Psychology and Counseling endorses these professional ethical principles and considers that they apply to faculty and students in positions of responsibility over others in the department.

We recognize that a power differential exists and is inherent between faculty and students and we will make every effort to eliminate real, implied, or perceived biases. We as a faculty agree to engage in relationships that are for the professional benefit of students. We also recognize that inappropriate social relationships between faculty/students, faculty/faculty, and student/student can adversely affect students, faculty and the reputation of the Department and University.

Students will demonstrate professional and appropriate behavior in relation to other students and faculty. This includes avoiding gossip, negative comments/criticisms, whether verbal, written or electronic, to other students or faculty regarding other students or faculty members.

Students will follow the APA Ethical Principles and Code of Conduct when it comes to romantic, social, and intimate relationships with each other and clients. These standards cover relationships with current students and supervisees, current clients, relatives and family members of current clients, previous romantic partners, and former clients.

Students shall not engage in relationships **such as mutually beneficial friendships or romantic relationships** with faculty members who have or will likely have evaluative role(s) in relation to the student. (i.e., comps, yearly student evaluations, course work). A faculty member should reasonably expect to have in the future academic responsibility (instructional, evaluative, or supervisory) for (1) students whose academic program will require them to enroll in a course taught by the faculty member, (2) students known to the faculty member to have an interest in an academic area within the faculty member's academic expertise, or (3) any student for whom a faculty member must have academic responsibility (instructional, evaluative, or supervisory) in the pursuit of a degree. Graduate students in a professional role (e.g., GTA, GRA) with responsibilities for other subordinate students (e.g., undergraduate students) shall not engage in social relationships, **such as mutually beneficial friendships or romantic relationships** with other students over whom they have an evaluative or instructional role.

### **APA Code 7.07 Sexual Relationships with Students and Supervisees**

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

Also see the UT Tyler Handbook of Operating Procedures section on Consensual Relationships (Section 2.4.6) <https://uttyler.smartcatalogiq.com/en/uttyler/ut-tyler-hop/series-200-general-policies-and-procedures/2-4-6-consensual-relationships/>

*Sexual Misconduct Complaint, Investigation, and Grievance Procedures and Responsibilities HOP 2.4.3*

Read the full policy (Section 2.4.3) at <https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/nondiscrimination-and-sexual-harassment-policy-and-complaint-procedure/>

The University of Texas at Tyler (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). The University encourages any student, faculty, staff or visitor to promptly report violations of this Policy to the Title IX Coordinator or Deputy Coordinators or a Responsible Employee as identified in Section C.

Persons affected: This Policy applies to all University administrators, faculty, staff, students, and third parties within the University's control, including visitors and applicants for admission or employment. It applies to conduct regardless of where it occurs, including off University property, if it potentially affects the complainant's education or employment with the University or potentially affects the University community. It also applies regardless of the gender, gender identity or sexual orientation of the parties. In addition, it applies whether the complaint was made verbally or in writing.

#### **C. Definitions.**

1. **Sexual Misconduct:** A broad term encompassing a range of non-consensual sexual activity or unwelcome behavior of a sexual nature. The term includes, but is not limited to, sexual assault, sexual exploitation, sexual intimidation, sexual harassment, domestic violence, dating violence, and stalking. The term also includes "other inappropriate sexual conduct," as defined above. Sexual misconduct can be committed by any person including strangers or acquaintances.
2. **Sexual Harassment:** Unwelcome conduct of a sexual nature including but not limited to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when submission to such conduct is made either explicitly or implicitly a term or condition of a person's student status, employment, or participation in University activities; or such conduct is sufficiently severe or pervasive that it creates a hostile environment as defined by this policy
 

Sexual harassment is a form of sex discrimination that includes:

  - a. Sexual violence, sexual assault, stalking, domestic violence and dating violence as defined herein.
  - b. Physical conduct, depending on the totality of the circumstances present, including frequency and severity, including but not limited to:
    - i. unwelcome intentional touching; or
    - ii. deliberate physical interference with or restriction of movement.
  - c. Verbal conduct not necessary to an argument for or against the substance of any political, religious, philosophical, ideological, or academic idea, including oral, written, or symbolic expression, including but not limited to:
    - i. explicit or implicit propositions to engage in sexual activity;
    - ii. gratuitous comments, jokes, questions, anecdotes or remarks of a sexual

- nature about clothing or bodies;
- iii. gratuitous remarks about sexual activities or speculation about sexual experiences;
- iv. persistent, unwanted sexual or romantic attention;
- v. subtle or overt pressure for sexual favors;
- vi. exposure to sexually suggestive visual displays such as photographs, graffiti, posters, calendars or other materials; or
- vii. deliberate, repeated humiliation or intimidation based upon sex.

### **Other Policies and Procedures**

#### **Scholastic Dishonesty**

Read the full policy here: (see [Microsoft Word - 8-student-conduct-discipline.docx \(uttyler.edu\)](https://www.uttyler.edu/microsoft-word-8-student-conduct-discipline.docx))

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

#### **Confidentiality**

Principle 5 of the APA Ethical Principles states that psychologists have a primary obligation to respect the confidentiality of information obtained from persons in the course of their work as psychologists. The principle of confidentiality applies to information gained in clinical or consulting relationships, in departmental committee work, and in research settings. With regard to research, students should establish a means of maintaining confidentiality in storing and disposing of data (with IRB approval) and in reporting research results. Confidential information (including lists of research participants, or participants and their code numbers) should not be stored on a computer available to others, including unauthorized use by others (e.g., "hackers").

#### **Publication Credit**

APA Principle 6.23/ACA Principle G.5. address issues concerning authorship credit on multiple co-authored papers. Discussion regarding authorship credit and order should routinely occur amongst authors when beginning research projects and working on articles. Please note that section 8.12, principle c of the APA code of conduct (APA, 2016) states that "Except under exceptional circumstances, a student is listed as 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." Said exceptional circumstances may include when the student's thesis or dissertation work primarily uses data collected as part of a larger project supervised by the faculty member (e.g., large, grant-funded projects). Authorship order, may sometimes need to be changed as authors assume more or less responsibility on revisions of manuscripts. For more student guidance on authorship practices please visit the APA's tips for authorship: <https://www.apa.org/science/leadership/students/authorship-paper>

## Grievances and Complaints

If at any time a student has a complaint against a faculty or staff member or another student, the chart below outlines the point of contact and resolution process depending on the type of complaint.

Complaint	Resolve Informally	File Formal Appeal	Appeal Contact	Location of Policy
Sexual Misconduct	NO	YES	Title IX Coordinator	<p><b>Student Success:</b> Nondiscrimination and Sexual Harassment Policy <a href="https://catalogs.utt Tyler.edu/en/2018-2019/Catalog/Student-Success/Nondiscrimination-and-Sexual-Harassment-Policy-and-Complaint-Procedure">https://catalogs.utt Tyler.edu/en/2018-2019/Catalog/Student-Success/Nondiscrimination-and-Sexual-Harassment-Policy-and-Complaint-Procedure</a></p> <p><b>Handbook of Operating Procedures:</b> <a href="https://catalogs.utt Tyler.edu/en/UTTyler/2015-2016-HOP/Series-200-General-Policies-and-Procedures/2-4-3-Sexual-Harassment-Complaint Investigation and-Grievance">https://catalogs.utt Tyler.edu/en/UTTyler/2015-2016-HOP/Series-200-General-Policies-and-Procedures/2-4-3-Sexual-Harassment-Complaint Investigation and-Grievance</a></p>
Discrimination: age, race, and gender	NO	YES	Chief Student Affairs Officer	<p><b>Student Success:</b> Nondiscrimination and Sexual Harassment Policy <a href="https://catalogs.utt Tyler.edu/en/2018-2019/Catalog/Student-Success/Nondiscrimination-and-Sexual-Harassment-Policy-and-Complaint-Procedure">https://catalogs.utt Tyler.edu/en/2018-2019/Catalog/Student-Success/Nondiscrimination-and-Sexual-Harassment-Policy-and-Complaint-Procedure</a></p> <p><b>Handbook of Operating Procedures:</b> <a href="https://catalogs.utt Tyler.edu/en/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-4-1-Nondiscrimination-Policy-and-Complaint-Procedure">https://catalogs.utt Tyler.edu/en/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-4-1-Nondiscrimination-Policy-and-Complaint-Procedure</a></p>
Disability Discrimination	NO	YES	Assistant Director of Student Accessibility	<p><b>Student Success:</b> Nondiscrimination and Sexual Harassment Policy <a href="https://catalogs.utt Tyler.edu/en/2018-2019/Catalog/Student-Success/Nondiscrimination-and-Sexual-Harassment-Policy-and-Complaint-Procedure">https://catalogs.utt Tyler.edu/en/2018-2019/Catalog/Student-Success/Nondiscrimination-and-Sexual-Harassment-Policy-and-Complaint-Procedure</a></p> <p><b>Handbook of Operating Procedures:</b> <a href="https://catalogs.utt Tyler.edu/en/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-4-1-Nondiscrimination-Policy-and-Complaint-Procedure">https://catalogs.utt Tyler.edu/en/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-4-1-Nondiscrimination-Policy-and-Complaint-Procedure</a></p>
Academic Grievances	YES	YES	Provost	<p><b>Academic Policies:</b> Academic Complaints <a href="https://www.utt Tyler.edu/academicaffairs/student-complaint.php">https://www.utt Tyler.edu/academicaffairs/student-complaint.php</a></p>
All Other Complaints	YES	YES	V.P. of Area Involved	<p><b>Student Success:</b> Non-Academic Student Grievances <a href="http://catalogs.utt Tyler.edu/en/2012-2014/Catalog/Student-Affairs/Non-Academic-Student-Grievances">http://catalogs.utt Tyler.edu/en/2012-2014/Catalog/Student-Affairs/Non-Academic-Student-Grievances</a></p>