



Master of Applied Psychology (MAP)  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Spring 2021

18:844:511:1 Ethics and Professional Development  
Credits: 3  
Level: Graduate  
Thursday, 6:15 p.m. – 8:45 p.m.  
Virtual course

Instructor: Peggy Farrelly, Ph.D.

Office: by appointment

E-mail: [Mjf39@gsapp.rutgers.edu](mailto:Mjf39@gsapp.rutgers.edu)

Office Hours: by appointment

The instructor will make every reasonable effort to meet with students when necessary.

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**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.

3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**MAP Statement:** The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

### **Course Description**

This course will familiarize the student with ethical issues and responsibilities of psychologists. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

### **Course Overview**

This graduate level course provides the student with an in-depth coverage of ethics and professional behavior in psychology.

### **Objectives for the course:**

The student will be able to:

1. Know the core principles of ethical conduct
2. Understand how these principles apply to psychology
3. Understand frequent ethical problems encountered by psychologists
4. Understand responsible conduct of a psychologist
5. Understand their ethical responsibility to clients
6. Understand how to ethically assess behavior
7. Understand the application of ethical principles to individual behavior change programs
8. Understand their ethical responsibilities as a teacher, supervisor, and co-worker
9. Understand their ethical responsibility for the field of psychology, their colleagues, and to society.
10. Understand the ethics of conducting research
11. Understand risk-benefit analyses

### Assignments and Evaluation Method:

1. *Class discussion*: All students will be expected to actively participate in the discussions. Starting week 2, you will be graded each class on a scale of 0 to 2 (0 = poor, 1 = average, 2 = excellent). **28 points**
2. *Ethics Presentation*: Each student will create and present a power point presentation (20-25 minutes) based on an ethical dilemma. This will involve researching an ethical issue, identifying the ethical principle and value, and writing questions for the class to answer. In addition to a didactic presentation, the focus should be centered on dilemmas associated with the topic area, and discussion with the class. (Power Point slides *must be sent to Professor by 4pm the day before the presentation due date*). More details about this assignment will be provided in class; specific guidelines will be available on Canvas. **24 points**
3. *Weekly quiz*: Yes, there are quizzes! Students will take a Canvas quiz starting at the prescribed week per the instructor. The quizzes are time limited, open for the week scheduled, and there will not be an opportunity to reschedule. **48 points**

The Ethics Presentation will be graded using the following criteria:

Criteria	Possible Points
PowerPoint is formatted well, graphically appealing and has appropriate grammar and spelling	4
The presentation includes information from the course texts and/or the APA ethical guidelines	5
The presentation clearly presents the ethical issue and implications for practicing psychologists	10
The presentation concludes with at least one recommendation or resource for psychologists relating to the topic	5
<b>Total Possible Points</b>	<b>24</b>

The final grade will be determined and computed based on the following:

Class discussion (28 pts)	28%
Ethics Presentation (24 pts)	24%
Weekly quizzes (48 pts)	48%

***All quizzes will be taken online via the LockDown Browser in Canvas. You will have one week to take the quiz. If you do not have access to a laptop or tablet, please discuss alternatives with the instructor.***

### Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

**Program requirement:** All MAP students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

**Required Text:**

1. Corey, G., Corey, M.S. and Corey, C. (2019). *Issues and Ethics in the Helping Profession* (10th edition) Boston, MA: Cengage Learning.
2. Selected chapters and articles from other sources (see reading list). The instructor will distribute these on Canvas.
3. [Ethical Principles of Psychologists and Code of Conduct](https://www.apa.org/ethics/code)  
<https://www.apa.org/ethics/code>

**Core Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

**Additional Resources:**

APA: [A Practitioner's Guide to Telemental Health](http://pubs.apa.org/books/supp/luxton/?_ga=2.66870889.613742288.1596288869-197337477.1591480064):

[http://pubs.apa.org/books/supp/luxton/?\\_ga=2.66870889.613742288.1596288869-197337477.1591480064](http://pubs.apa.org/books/supp/luxton/?_ga=2.66870889.613742288.1596288869-197337477.1591480064)

APA: [Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality \(2017\)](http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx)

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

APA: [Practice Guidelines with Transgender and Gender Nonconforming People \(2015\)](https://www.apa.org/pi/lgbt/resources/guidelines)

<https://www.apa.org/pi/lgbt/resources/guidelines>

APA: [Psychological practice guidelines with, Lsebian, Gay and Bi-sexual Clients \(2011\)](https://www.apa.org/pi/lgbt/resources/guidelines)

<https://www.apa.org/pi/lgbt/resources/guidelines>

**Important Dates:**

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

**Class Attendance and Remediation**

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

**Computer/Cell Phone Use in Class**

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be

used only for the purpose of class-related activities.

### **Academic Integrity**

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

**APA Citation Style.** All papers MUST be written using the APA style (6th ed.).

### **Student Resources**

**For more information, visit:** <https://gsapp.rutgers.edu/current-students/important-links>

### **Accommodations due to Disability**

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue;

[dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu) or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

**Title IX:** <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

**Counseling services.** Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

**Class Schedule** (Dates are tentative and will be adjusted according to the semester calendar)

Week 1 Jan 21st	<b>Introduction to the Professional and Ethical Issues in Psychology – Review Syllabus Burnout and self care</b> HW - <a href="#">APA Ethical Principles of Psychologists and Code of Conduct</a> •
Week 2 Jan 28th	<b><u>General Principles; Counselor as Person &amp; Professional</u></b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapters. 1-2</li> <li>• Code of Conduct <a href="https://www.apa.org/ethics/code/ethics-code-2017.pdf">https://www.apa.org/ethics/code/ethics-code-2017.pdf</a></li> <li>•</li> </ul>
Week 3 Feb 4th	<b><u>Values &amp; the Helping Relationship; Intro to Ethical Decision Making Model</u></b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 3</li> </ul>
Week 4 Feb 11th	<b><u>Multicultural Perspectives &amp; Diversity Issues</u></b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 4</li> <li>• Presentation #1 _____</li> <li>• Presentation #2 _____</li> </ul>
Week 5 Feb 18th	<b><u>Client Rights &amp; Counselor Responsibilities</u></b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 5</li> <li>• Presentation # 3 _____</li> <li>• Presentation #4 _____</li> <li>• Presentation # 5 _____</li> </ul>
Week 6 Feb 25th	<b><u>Confidentiality: Ethical &amp; Legal Issues</u></b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 6</li> <li>• Presentation # 6 _____</li> <li>• Presentation # 7 _____</li> <li>• Presentation # 8 _____</li> </ul>
Week 7 Mar 4th	<b><u>Managing Boundaries &amp; Multiple Relationships</u></b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 7</li> <li>• Presentation #9 _____</li> <li>• Presentation #10 _____</li> <li>• Presentation # 11 _____</li> </ul>
Week 8 Mar 11th	<b><u>Professional Competence &amp; Training</u></b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 8</li> <li>• Presentation # 12 _____</li> <li>• Presentation #13 _____</li> <li>• Presentation # 14 _____</li> </ul>
Week 9 Mar 18th	SPRING BREAK

Week 10 Mar 25th	<b>Ethical Issue in Supervision</b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 9</li> <li>• Presentation # 15 _____</li> <li>• Presentation # 16 _____</li> <li>• Presentation # 17 _____</li> </ul>
Week 11 Apr 1st	<b>Issues in Theory &amp; Practice</b> <u>Readings for this week:</u> Corey, Corey & Corey (2019) – Chapter 10 <u>Presentation # 18</u> <u>Presentation # 19</u>
Week 12 Apr 8th	<b>Ethical Issues in Couple &amp; Family Therapy</b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 11</li> <li>• Presentation # 20 _____</li> <li>• Presentation # 21 _____</li> </ul>
Week 13 Apr 15th	<b>Ethical Issues in Group Work</b> <u>Readings for this week:</u> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 12</li> <li>• Presentation # 22 _____</li> <li>• Presentation # 23 _____</li> </ul>
Week 14 Apr 22nd	<b>Community &amp; Social Justice Perspectives</b> <ul style="list-style-type: none"> <li>• Corey, Corey &amp; Corey (2019) – Chapter 13</li> <li>• Presentation # 24 _____</li> <li>• Presentation #25 _____</li> </ul>
Week 15 Apr 29th	<b>Last Class – Termination Issues</b>

