RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

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

18:844:511 Ethics and Professional Development
Credits: 3
Level: Graduate
Wednesdays 6:15-8:45
Smithers 219 and online

Instructor: Peter J. Economou, Ph.D., ABPP
Office: Smithers 207C
Phone: 848-445-9395
E-mail: peter.economou@rutgers.edu
Office Hours: Wednesdays 4-6PM, and by appointment.
The instructor will make every reasonable effort to meet with students whenever necessary.

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 class will explore the values and ethical ideas that guide the professional practice of psychology, including philosophical ethical principles and professional codes of conduct, professional self-definition and self-regulation, and governmental sanctions (judicial, legislative, and executive). Sample areas covered: history and identity of professional psychology; APA's Ethical Standards; informed consent; competence; multiple relationships; confidentiality vs. access to clinical information; the ethics of self-care; practicing ethically within organizational pressures and demands; the ethics of multicultural competence; obtaining licensure as a psychologist, ABA therapist, or counselor, and emergent areas of practice such as telepsychology. Students are expected to enhance their capacities for ethical reflection and decision-making by learning applicable laws and codes, exploring their own values and commitments, then discussing and working through the dilemmas that arise when these come into conflict.

Course Overview

  This course will be presented on campus, in-person, however, there will be hybrid components to the course that can be completed online. Each week assignments are listed on the course schedule. **Asynchronous** refers to weeks where students complete the work at their own pace, and **Synchronous** refers to live lectures (available both in person and virtual for distant learners). Any online component to the course will be found on the Canvas page: https://canvas.rutgers.edu/

Objectives for the course:

      1. Demonstrate an understanding of the philosophical and professional underpinnings of ethical thinking and practice.

      2. Describe the current and historical experience of professional psychology, the development of the field and its professional and ethical challenges.

      3. Explain specific ethical issues, including informed consent, confidentiality, boundaries of competence and multiple relationships.

      4. Demonstrate an enhanced ability to envision your own future career by hearing narratives of senior practitioners' career development and by applying the framework of the class to the values and preferences that will shape your future professional life.

      5. Show evidence of knowing and being able to apply a framework for ethical decision-making. This includes the ability to recognize when you are in an ethically challenging situation, and what conflicts are generating the challenge.

Assignments and Evaluation Method

1. **Student Panel Presentation**: Each panel will be composed of two or more students who will work together on developing a presentation to the class around a particular set of professional issues, as listed on the syllabus. The goal of the panel is to convey the key issues, concepts, facts or learning points in a way that makes them interesting and accessible to the class. Groups are encouraged to design their presentations to maximize the experiential involvement of the class, for example, through:

- Roleplays of an ethically challenging situation
- Case discussions
- Use of film clips, YouTube, other media
- Quiz or game show formats;
- A structured debate
- Videotaping interviews with knowledgeable subjects

Develop the presentations and employ creativity, drama, group process skills, and instructional techniques in mastering complex, controversial didactic material. Each group should plan on a time frame of 60-75 minutes. As we sort ourselves into groups in the first class, some adjustment may be made to this in view of student interest.

The written requirement of this assignment is to develop a document that will serve as a resource on the topic for your peers. These can be "Fact Sheets," containing the salient points in the area in outline form, key definitions, explanations of laws and/or recommended resources and readings, or the PowerPoint you may have prepared. You may have handouts for these, or also feel free to save paper and send them to me for posting on our Canvas site before or after your presentation.

2. **Choice of Mid-Term Assignment**: You have a choice of assignments here. Pick the one that seems more interesting or useful to you. The Career Role Interview gives you the chance to

speak with a senior colleague about the course of their career. Students in the past have found this often presents a good opportunity to speak with someone who perhaps has a career path they themselves plan to pursue or are just curious about and has given useful takeaways for thinking about the whole of one's career over the life cycle. The second choice, reviewing and thinking through the challenges of applying the Ethics Code in real-life practice situations you have already experienced, strengthens your capacity for ethical reflection and can also be useful as you prepare for Comps. The third, the Ethical Genogram, will give you the opportunity to further reflect on influences on your own ethical thinking and development. The final one acknowledges that the APA Code is not the only Code that may provide guidance for your career and allows you to compare it with another code relevant to your career path.

Any of the options should result in a paper of 4-6 pages, double-spaced, APA style.

Option #1: Career Role Interview

The Career Role Interview is a way of exploring issues of careers and career development in professional psychology. This gives you the opportunity to further tailor the course to your own interests and development by selecting a senior colleague to speak with about his or her career. A format and possible questions for your interview are available on Canvas.

Option #2: How Does Your Practicum Agency Measure Up?

As you are coming to be familiar with the APA Code of Ethics, think about a current or past practicum experience you have had. Describe, in no more than a paragraph each: (a) three ways in which the agency meets the principles and standards of the code, and (b) three ways in which it is challenged in meeting the principles and standards. In a final paragraph or two, reflect on some of the difficulties and issues involved in "ethics in the real world."

Option #3: The Ethical Genogram

We will have done a brief version of this in class when we discussed personal ethical self-awareness. If you choose to do a deeper dive into this, read the two articles on the Ethical Genogram available on our Canvas site, do a more careful version of your own, and write a paper about what you have learned, with special reference to how your own history may impact your ethical thinking in your work as a psychologist.

Option #4: Comparison of APA Code with another code relevant to your career path

While an expectation of this program, as an APA-Approved program, is that everyone obtains a high level of familiarity with the APA Code, your own path may also be influenced by or even be under the aegis of a different (and additional) Code, for example, the BACB Ethical Code or Sport Psychology Code or the code of psychologists in a different country where you might envision practicing. For this option, compare the APA Code to another code of your choice. Where do the two codes align? Where do they differ? Are there elements in the other code that provides you guidance for your career path that the APA Code does not?

3. Self-Assessment Quizzes:This course requires mastery of a lot of content, some of it on first reading (codes, laws, etc.) somewhat dry. To help in focusing and in the mastery of subject matter that will be important not just for Comps and licensure, but most importantly for your professional practice, we will have several quizzes. These will focus on the laws, codes, regulations and their application to actual practice. These will be on Canvas with immediate scoring and unlimited retakes, so you can check your own growing knowledge base.

 4. Final Exam: "Open Book" Take-Home Exam: To aid you in reviewing and integrating the material in the course, and to help you prepare for General Comps, there will be a take-home exam.   It is available on Canvas, and please upload your completed exam onto Canvas for submission.

We will be scaffolding this final by having you work on your dilemma scenarios in small groups prior to writing up and submitting your exam.

5. Participation and Attendance: for showing up and raising your hand, posting discussion boards, asking thoughtful questions, you can earn full credit here. See participation rubric.
Online Discussions- certain weeks students will be required to post online (Canvas) related to the assigned topic. Be sure to cross reference discussions with the assigned text and readings, as well as other readings, write them in APA style, and provide references. Think of each of these discussions posts as small papers. See the threaded discussion rubric.

The final grade will be determined and computed based on the following:
1. Student Panel Presentation	25
2. Mid-term	20
3. Quizzes	25
4. Final Exam	20
5. Participation and Attendance	10

Maximum Point Total	100 points

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 GSAPP students must achieve a grade of B- or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Required Texts:

**Fisher, C. (2022). Decoding the ethics code. 5th Edition. Thousand Oaks, California: Sage
Publications.**

Pope, K.S., et al. (2021). Ethics in psychotherapy and counseling . 6 th Edition.Hoboken, NJ:
John Wiley & Sons.

Core Texts:

American Psychiatric Association (2020). *Diagnostic and statistical manual of mental disorders
7th ed., Text).*

Publication Manual of the American Psychological Association: 7th Edition. (2020).

Supplemental Readings

Collection of articles - available on Canvas.

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

Online quizzes will be **Wednesdays** and Discussion I will be **Mondays** and Part II **Thursdays**

| Week 1
1/22 | Foundations of Sports Psychology and INTRODUCTION AND OVERVIEW
Organization of the Course. The nature of professional psychology and the learning goals of the course. Review of chart of positive and negative sanctions guiding the practice of psychology. Plan for student panels. Ethical genogram. | | Read: Pope et al, 2021 Chapter 1 and Peluso, 2023. |
|---|---|---|---|
| Week 2
1/29 | Philisophical issues in professional psychology. History of professional psychology and the graduate degrees. | | Fisher, 2022 Chapter 4;
Bloom, 201; Pinker, 2008; Rogerson, et al, 2011. |
| Week 3
2/5 | APA Ethical Principles and Provider Standards I | Quiz | Fisher, 2022 Chapters 1-2; APA Code of Ethics. |
| Week 4
2/12 | Licensing laws and malpractice | | Knapp et al., 2013; Habben, 2013. |
| Week 5
2/19 | Ethics in research | | Fisher, 2022 Chapter 12. |
| Week 6
2/26 | APA Ethical Principles and Provider Standards II | Quiz | Finish Fisher, 2022 and APA Approved Standards and Guidelines |
| Week 7
3/5 | Access to information. Confidentiality and duty to warn, informed consent and HIPAA | Student Panel 1
NJ Law
Scavenger hunt | Pope et al., 2021 Chapter 21. |

Week 8 3/12	Professional health I and the role of professional organizations	Student Panel 2 Online Quiz	Dodgen, et al., 2013
	SPRING BREAK		
Week 9 3/26	Professional health II- Taking care of ourselves. Guest Speaker.	Student Panel 3	Pope et al., 2021 Chapter 17; McWilliams, 2004; Barnett & Henshaw, 2013.
Week 10 4/2	Involuntary commitment and patients' rights.	Student Panel 4 Midterm Due	Pop et al., 2021 Chapter 16 and as assigned.
Week 11 4/9	Ethics and practice development.	Student Pabel 5	Fisher 2022 pp. 171-189; Pope et al., 2021 Chapter 26. And others as assigned.
Week 12 4/16	The ethics of becoming a multiculturally competent provider.	Student Panel 6	APA Multicutlural Guidelines; Pope et al., 2021 Chapter 23; Fowers & Davidov, 2006
Week 13 4/23	Ethical challenges of the 21st century: Practicing in the age of email, texting, facebook and social media. In-class jugsaw group work on final exam.	Student Panel 7	Pope et al., 2021 Chapter 24; APA Social Media Guidelines; Website also in Canvas.
Week 14 4/30	Telepsychology and the AI Revolution and its impact on psychology.	Student Panels 8	Pope et al., 2021 Chapter 24; APA Guidelines for Telepsychology.
Week 15 5/7	Ethics working with couples families and groups; Course wrap-up.	Final Exam due	No readings.

RUBRICS

Scholarly Research/Writing Assignments

	Limited (1-2 points)	Good (3 points)	Accomplished (4 points)	Excellent (5 points)
1. Purpose and focus	No Awareness of audience and/or purpose lacking. Does not meet the assignment.	A Limited attempt to establish and maintain purpose and communicate with the audience. Assignment is vaguely addressed.	Clear objective focused on a purpose and evidence of voice and/or suitable tone. Attempt made at the assignment purpose.	Clear and consistent objective that establish and maintain a clear purpose and focus; evidence of distinctive voice and/or appropriate tone. Assignment purpose met.
2. Development of Ideas	Minimal idea development, limited and/or unrelated details.	The depth of idea development supported by limited relevant ideas	The depth of idea development is supported by elaborated and relevant details.	The depth and complexity of ideas supported by rich, engaging and/or pertinent details;

				evidence of analysis, reflection and insight.
3. References and Citations	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research; Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research; Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research; Complete list of references, perfect APA style.
4. Organization	Random or weak organization	Lapses in focus and/or coherence.	Uses logical organization	Careful and/or suitable organization in a scholarly manner
5. Grammar and Formatting	There are five or more misspellings and/or grammatical errors per page, or 8 or more in the entire document.	There are more than four misspellings and/or grammatical errors per page or six or more in the entire document. Errors distract from the work.	Few errors in grammar or format relative to length and complexity. There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	No errors in grammar There are no more than two misspelled words or grammatical errors in the document.
6. Language	Incorrect and/or ineffective wording and/or sentence structure, no attempt at scholarly writing.	Simplistic and/or imprecise language, attempt made to write scholarly and scientific.	Acceptable effective language, Average to above average scholarly and scientific writing.	Precise and/or rich language including scholarly and scientific writing style.
7. Sentence Structure	Incorrect or lack of topic and/or ineffective wording and/or sentence structure, no APA	Simplistic and/or awkward sentence structure, several APA mistakes.	Controlled and varied sentence structure, some APA mistakes.	Variety of sentence structure and length, adherent to APA style (most current edition)

CASE STUDY RUBRIC

Criterion	4 A-level qualities	3 B-level qualities	2 C-level qualities	1 or 0	Score
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements	
Understanding	Demonstrates a sophisticated understanding of thetopic(s) and issue(s)	Demonstrates an accomplished understanding of thetopic(s) and issue(s)	Demonstrates an acceptable understanding of thetopic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s)and issue(s)	

Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations	Presents a thorough analysis of most issues identified; includes most necessary financial calculations	Presents a superficial analysis of some of the issues identified; omits necessary financial calculations	Presents an incomplete analysis of the issues identified	
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading	
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective	
	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading	
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation	
Writing mechanics	Writing demonstrates a	Writing is accomplished in	Writing lacks clarity or	Writing is unfocused,	

	sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized	
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines	
				Total:	

Participation Rubric

Criteria/Grade	A	B	C	F
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading
Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.

Student Panel Presentation Rubric

	3 Points	2 Points	1 Point	0 Points
Relevant Topic-Concept	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no content.
Video quality and production	Excellent- uses technology, editing, and art. Considering career in video editing.	Average- perfectly suffice video, can hear and see. Sticking to the field of counseling psychology.	Below Average- issues with formatting, audio and/or visual, cannot view the final piece.	Unacceptable/Not addressed- no video.
Confidence and presentation style	Excellent- the next Jimmy Kimmel.	Average- OK, and academic.	Below Average- looking at the length of the video (how much more time is left).	Unacceptable/Not addressed- my godson could do a better job (He is 3).
Timeliness	Excellent- submitted early or on time.	Average- submitted in the last hour, but on time.	Below Average- late by single digit days.	Unacceptable- more than 2 weeks late.

Disucssion Rubric (for online discussions)

Students are responsible for participating as assigned, and by the assigned due date. Each Threaded Scholarly Discourse is worth 5 points based on the following rubrics.

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
Introduction	Initial posting is excellent and promotes further exploration and discursion	Initial posting is very good and promotes engagement	Initial posting is good and promotes engagement	Initial posting is adequate	Initial posting is cursory	Initial posting lacks focus or does not meet assignment directives
Analysis	Excellent reasoning and analysis throughout the TSD	Very good reasoning, and analysis throughout the TSD	Decent reasoning, and analysis throughout the TSD	Some inaccuracies or flaws in analysis or reasoning during the TSD	Unclear reasoning and analysis	Lacks analysis

Support	Ideas are supported by scholarly sources	Ideas are supported by non- scholarly sources	Ideas are supported by undocumented sources	Ideas are supported using only anecdotal sources	Ideas consist primarily of personal opinions	Ideas are cursory and unsupported
Interaction	Quality of responses to others is excellent, meaningful, and respectful	Quality of response to others is very good, meaningful, and respectful	Quality of response to others is adequate and respectful	Quality of response to others is simplistic but respectful	Quality of responses to others is irrelevant and/or curt	Does not respond to others in meaningful or respectful ways
Style	Postings are expertly written yet concise and focused.	Postings are very well written and focused	Postings are adequately written though wordy/or not graduate level	Postings are written with errors in spelling grammar and/or focus	Postings are haphazardly written with little focus.	Postings do not meet scholarly standards.

Postings will not be accepted after the close of the TSD.

Video Presentation Rubric

	3 Points	2 Points	1 Point	0 Points
Relevant Topic	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no content.
Video quality and production	Excellent- uses technology, editing, and art. Considering career in video editing.	Average- perfectly suffice video, can hear and see. Sticking to the field of counseling psychology.	Below Average- issues with formatting, audio and/or visual, cannot view the final piece.	Unacceptable/Not addressed- no video.
Confidence and presentation style	Excellent- the next Jimmy Kimmel.	Average- OK, and academic.	Below Average- looking at the length of the video (how much more time is left).	Unacceptable/Not addressed- my godson could do a better job (He is 3).
Timeliness	Excellent- submitted early or on time.	Average- submitted in the	Below Average- late by single digit days.	Unacceptable- more than 2 weeks late.

		last hour, but on time.		

Important Dates:
Withdrawal dates from the Rutgers site:
https://scheduling.rutgers.edu/scheduling/academic-calendar
- January 30, 2025 - Last Day to ADD a class
- January 30, 2025 - Last Day to DROP a class without a "W" grade
- February 3, 2025 - Last Day to WITHDRAW from ALL classes and receive 100% refund
- February 10, 2025 - Summer Session Registration Begins
- March 10, 2025 - Fall 2025 online Schedule of Classes available for VIEW ONLY
- March 15 - 23, 2025 - Spring Break - University Offices Open - No Classes
- March 24, 2025 - Last Day to WITHDRAW from a course with a "W" grade
- March 27, 2025 - Fall Registration for Special Populations Begins
- March 31 - April 4, 2025 - Fall Registration for all other Students Begins

<u>**Attendance and Participation:**</u>
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.

<u>**Artifical Intelligence:**</u>
There is a growing role of artificial intelligence (AI) in education and its potential to enhance learning, critical thinking, and innovation. AI tools can serve as valuable resources for research, problem-solving, and skill development when used ethically and responsibly. However, it is essential that students understand the limitations and ethical considerations surrounding AI usage. While AI can assist in generating ideas and summarizing information, it should not replace original thought, critical analysis, or academic integrity. Students are encouraged to use AI as a supplemental tool to enhance their learning experience while ensuring that their work remains their own and aligns with course expectations. And if students choose to use AI, they must cite according to APA guidelines.

Misuse of AI, including plagiarism or reliance on AI-generated content without proper attribution, may result in academic penalties in accordance with institutional policies. Students are encouraged to engage in open discussions with their instructors about the appropriate and ethical use of AI in their coursework. Our goal is to foster an environment where technology supports, rather than undermines, academic growth and integrity.
See: https://it.rutgers.edu/ai/

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

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Students who do not agree should contact the course instructor immediately.

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 Style Manual. All papers MUST be written using the APA style (6 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 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.
Late night Escort: https://ipo.rutgers.edu/publicsafety/rupd/escorts