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<th>Date</th>
<th>Class</th>
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<td>May 14</td>
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<td><strong>Morning</strong></td>
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<td>INTRODUCTION AND OVERVIEW</td>
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<td>Organization of the Course. The nature of professional psychology and</td>
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<td>the learning goals of the course. Review of chart of positive and</td>
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<td>negative sanctions guiding the practice of psychology. Plan for</td>
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<td><strong>Afternoon</strong></td>
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<td>PHILOSOPHICAL ISSUES IN PROFESSIONAL PSYCHOLOGY</td>
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<td>Instructor lecture and class discussion</td>
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<td>Week of</td>
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<td><strong>ONLINE</strong> Due to student schedule conflicts, the second week</td>
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<td>May 14-21</td>
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<td>of class (i.e., Class #2) will be delivered as an online class over</td>
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<td>WHERE DID WE COME FROM AND HOW DID WE GET HERE? HISTORY OF PROFESSIONAL</td>
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<td>PSYCHOLOGY AND THE PSY.D. DEGREE</td>
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<td>Online PowerPoint, Video and Discussion</td>
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<td>APA ETHICAL PRINCIPLES AND PROVIDER STANDARDS II</td>
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<td>Online PowerPoints, discussion and quiz</td>
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Week of 2B
May 21-28

**ONLINE** Due to student schedule conflicts, the second week of class (i.e., Class #2) will be delivered as an online class over two weeks

PROFESSIONAL HEALTH I:
Introduction to issues of professional impairment

APA ETHICAL PRINCIPLES AND PROVIDER STANDARDS III
Online PowerPoint review of key points from the Fisher reading and discussion of ethical dilemmas

June 4 3  
**Morning**

LICENSING LAWS AND MALPRACTICE

PROFESSIONAL HEALTH II:
TAKING CARE OF OURSELVES
Student Panel #1: Yoel, Sarah, Jessica

**Afternoon**

ETHICS IN RESEARCH
Instructor lecture and class discussion

DUAL RELATIONSHIP AND CONFLICTS OF INTEREST
Student Panel #2: Sheva, Jackie, Russi

June 12 4  
**Morning**

APA ETHICAL PRINCIPLES AND PROVIDER STANDARDS IV
Instructor lecture and class discussion and activities

ACCESS TO INFORMATION I:
CONFIDENTIALITY, DUTY TO WARN
Student Panel #3: Andrew, Jordan, Dina, Jamal

**Afternoon**

THE ETHICS OF BECOMING A CULTURALLY COMPETENT PSYCHOLOGIST
Student Panel #4: Stephanie, Shoshana, Tamara
ROLE OF PROFESSIONAL ORGANIZATIONS: NASP, APA and NJPA

June 19

Morning

PRIVATE PRACTICE OF PSYCHOLOGY: SURVIVING AND PRACTICING ETHICALLY IN THE AGE OF MANAGED CARE

ACCESS TO INFORMATION II: INFORMED CONSENT, HIPAA

Afternoon

ETHICAL AND PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY:
Guest Speaker: Scott Roth, Psy.D., Supervising Psychologist, Teen Center, Highland Park High School

HOT TOPIC: CURRENT ETHICAL CONTROVERSIES – APA AND TORTURE
Student Panel #5: Ben, Benjy

CAREER ROLE INTERVIEW WRITE-UP DUE

June 25

Morning

ETHICAL CHALLENGES OF THE 21st CENTURY: PRACTICING IN THE AGE OF EMAIL, TEXTING, FACEBOOK, SKYPE AND TWITTER

EMERGENT TOPIC: TELEPSYCHOLOGY

Afternoon

SEASONS OF A PROFESSIONAL LIFE
Sharing the results of the Career Role Interview and discussing where class members are in their own career thinking.

COURSE WRAP-UP FINAL EXAM DUE
Required Texts

Fisher, C. (2017). Decoding the ethics code, 4th Edition. Thousand Oaks, California: Sage Publications. This is our core text, which we will be reading in its entirety.


Collection of articles - available on Sakai.

Course Objectives

By the end of the course, the student should have:

1. An increased understanding of the current and historical experience of professional psychologists, the development of the field and its professional and ethical challenges.

2. A knowledge of the ethical principles, practice standards, regulations and laws governing the practice of psychology and how they apply to typical situations encountered by psychologists.

3. An enhanced ability for ethical reflection and an increased ability to apply this kind of thinking to everyday ethical challenges.

4. The opportunity to reflect upon personal career goals, interests, development and possible future directions.

Assignments and Evaluation

1. Student Panel Presentation

Each panel will be composed of two of 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

Previous classes have found the development of their presentations an excellent chance to employ creativity, drama, group process skills, and instructional techniques in mastering complex, controversial didactic material. Each group should plan on a time frame of 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. Make copies for each member of the class, or send to me for upload onto Sakai.

2. Career Role Interview

The Career Role Interview exercise 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. We will be discussing the format of the interview and the selection of interviewees in class.

3. Passing the Human Subject Certification Program

The Office of Research Regulatory Affairs of Rutgers University offers a web-based learning and testing experience that is a prerequisite for obtaining IRB approval of quantitative and/or qualitative research associated with dissertations. Almost all of you will need to pass this test and receive CITI (Collaborative Institutional Training Initiative) certification in order to be able to complete your dissertation. The subject matter of this program, the ethical conduct of research with human subjects, is very relevant to this course, and the course will also provide an opportunity to discuss some of your learnings. Anyone who has not yet taken and passed this online mini-course will need to do so by Class #3, when we will discuss it in class.
4. Self-Assessment Quizzes

This course requires mastery of a lot of content, some of it on first reading (codes, laws, etc.) somewhat on the dry side. 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. Answer keys will be provided for self-scoring so you can check your own growing knowledge base and immediately correct your work.

5. Final Exam

There will be an open-book, take-home exam, due the last day of class. A major purpose of the exam is to help you prepare for the Ethics Comps question. The exam is already available for you to view in the Assignment section.

Instructor Availability

I will be at GSAPP on Mondays. Appointments for other times can be arranged in my office in Highland Park or at GSAPP. Leave a message at (732) 247-7489. My email address is kskean@aol.com or kskean@connect.rutgers.edu.

Readings

Readings beyond the required text should be available on Sakai or by a link to a web site. Over the course of this class, students should have read most of the material recommended for General Comps preparation for the “Ethical and Legal Issues” question.
READING ASSIGNMENTS BY WEEK

Class 1

Introduction and Overview

In general, begin your reading of the required text, Fisher’s *Decoding the Ethics Code*. Pages required for today are listed below, but the sooner you have this core knowledge of the APA Ethics Code under your belt, the better.

Philosophical Issues


History of Professional Psychology

OPTIONAL READINGS FROM GSAPP’S FIRST DEAN


Class 2A

Online

Where Did We Come From and How Did We Get Here?
The History of Professional Psychology and the Psy.D. Degree

Go to the Lesson tab on Sakai and do the first unit, comprised of a PowerPoint lecture, a video and a forum discussion post. After watching the lecture and video, complete the post, from among the choice of prompts.

APA Ethical Principles and Provider Standards, Continued

Fisher, C. (2017). *Decoding the Ethics Code*. *Read as much of this basic course text as you have time for, finishing up over the next couple of weeks, before our next in-person class, with particular attention to sections that pertain to your career path.*

After reading at least Part I of the Fisher book, take the online quiz.
Class 2B  

**Online**

**Professional Health I: Psychologist Impairment**


Under the Lesson tab on Sakai, after reading the Monitor article, watch the two videos, take the quiz, and complete the Forum post.

**APA Ethical Principles and Provider Standards, Part II:**

*Finish your reading of* Decoding the Ethics Code.

Take the quiz, found in the Lesson tab on Sakai, on Part II of Fisher book.

Class 3

**Licensing Laws and Malpractice**

New Jersey Licensing Law and Regulations (available on Sakia and also on the Board’s Web site as a PDF File: [http://www.state.nj.us/lps/ca/psy/psyreg.pdf](http://www.state.nj.us/lps/ca/psy/psyreg.pdf))


**Professional Health II: The Ethics of Self-Care**


**Dual Relationships and Conflicts of Interest**


*Review the relevant Fisher sections.*

**Ethics in Research**

*Have completed the IRB online course for CITI Certification and read the relevant parts in the text.*
Class 4

Access to Information: Confidentiality and Duty to Warn

*Review the relevant Fisher sections*

Ethics of Becoming a Culturally Competent Psychologist

This is an update of the 2002 Multicultural Guidelines (published in the American Psychologist in 2003). It is a very long document, because it contains case examples, relevant research and explanations of the rationale for each guideline. You are not expected to read the entire document, but do read the text of the 10 guidelines on pages 4 and 5, and be aware of the rest as a resource for help in specific areas.


Role of Professional Organizations

*Spend some time browsing the APA Website. You may also want to browse some specialty websites as well, such as NASP or APA Divisions relevant to your career goals.*


Class 5

Independent Practice of Psychology: Practicing in the Age of Managed Care


APA and the Torture Controversy


Class 6

Ethical Challenges of the 21st Century


Telepsychology


Seasons of a Professional Life: The Career Role Interviews

We will be discussing the career role interviews. You will have turned in a copy to me the previous week, but bring a duplicate copy for yourself to this class.

Departmental and University Policies:

Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: http://apastyle.apa.org/ (full access via Login to Rutgers University Libraries home page: http://www.libraries.rutgers.edu/)

See Rutgers statements below on academic integrity and disability accommodations.

Rutgers mandated statement on Academic Integrity:

http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/ Rutgers policies on academic integrity will be followed in this course; you are responsible for knowing and conforming to all professional and university standards.

Required Rutgers statement on Accommodation:

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your course as possible.

To begin this process, please complete the Registration form on the ODS website at: https://ods.rutgers.edu/students/registration-form