## SYLLABUS
Professional Ethics, Standards and Career Development

Psychology 18:820:614  
Karen Riggs Skean, Psy.D.  
Mondays, 9:15 – 5:00

Summer, 2017  
Room A340  
May 15 – June 26, 2017

### SCHEDULE OF CLASSES

<table>
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<tr>
<th>Date</th>
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| May 15 | 1     | **Morning**<br>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.  
**Afternoon**  
PHILOSOPHICAL ISSUES IN PROFESSIONAL PSYCHOLOGY  
Instructor lecture and class discussion  
WHERE DID WE COME FROM AND HOW DID WE GET HERE? HISTORY OF PROFESSIONAL PSYCHOLOGY AND THE PSY.D. DEGREE |
| May 22 | 2     | **Morning**  
APA ETHICAL PRINCIPLES AND PROVIDER STANDARDS I  
Instructor lecture and class discussion and activities  
**Afternoon**  
ETHICS IN RESEARCH  
Instructor lecture and class discussion  
PROFESSIONAL HEALTH I:  
Introduction to issues of professional impairment |
June 5 3  Morning
LICENSING LAWS AND MALPRACTICE

PROFESSIONAL HEALTH II:
TAKING CARE OF OURSELVES
Student Panel #1: Benjy, Hongmarie, Tom

Afternoon
DUAL RELATIONSHIP AND
CONFLICTS OF INTEREST
Student Panel #2: Tzipora, Whitney

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

June 12 4  Morning
APA ETHICAL PRINCIPLES AND PROVIDER
STANDARDS III
Instructor lecture and class discussion and activities

ACCESS TO INFORMATION I:
CONFIDENTIALITY, DUTY TO WARN

Afternoon
THE ETHICS OF BECOMING A
CULTURALLY COMPETENT PSYCHOLOGIST
Student Panel #3: Christina, Deanna, Teddy

ROLE OF PROFESSIONAL ORGANIZATIONS:
NASP, APA and NJPA
June 19      5  
**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 #4: Allison, Beth, Mandy

*CAREER ROLE INTERVIEW WRITE-UP DUE*

June 26     6  
**Morning**

ETHICAL CHALLENGES OF THE 21st CENTURY: 
PRACTICING IN THE AGE OF EMAIL, TEXTING, 
FACEBOOK, SKYPE AND TWITTER 
Student Panel #5: Crystal, Emily, Erica, Nalin

TOPIC CHOSEN BY THE CLASS

**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
Required Texts

Fisher, C. (2013). Decoding the ethics code. 3rd Edition. Thousand Oaks, California: Sage Publications. *This is our core text, which we will be reading in its entirety.*

New Jersey Licensing Law, available at [http://www.state.nj.us/lps/ca/psy/psyreg.pdf](http://www.state.nj.us/lps/ca/psy/psyreg.pdf)

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 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

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.

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 and Sponsored Programs 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 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 #2, 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 or Paper

You have your choice of the following. Choose based on what is best for your current learning goals:

   a. “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.

   b. You may also choose to write a paper on an area of special interest. Topics should be discussed with the instructor.

Instructor Availability

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

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


Peterson, D. R. (2003). Unintended consequences: Ventures and misadventures in the education of professional psychologists. American Psychologist, 58, 791-800. This is an essay on the current state of professional schools and recommendations for improving the quality of education in our field.


Class 2

APA Ethical Principles and Provider Standards, Part I

Fisher, C. (2013). Decoding the Ethics Code. Read as much of this basic course text as you have time for, finishing up over the next week, with particular attention to sections that pertain to your own career path.

Ethics in Research

Have completed the IRB online course and read the relevant parts in the text.
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)


APA Ethical Principles and Provider Standards, Part II

Finish your reading of Decoding the Ethics Code. In addition, look over some of the specialty guidelines below.


Professional Health


While Nancy’s book is aimed at the psychotherapy practitioner, it is a thoughtful reminder of things we need to be aware of to take care of ourselves in our emotionally demanding profession.

Dual Relationships and Conflicts of Interest


Review the relevant Fisher sections.

Class 4

Access to Information: Confidentiality and Duty to Warn

Review the relevant Fisher sections

Ethics of Becoming a Culturally Competent Psychologist


**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**


**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