A. Course Objectives

1. Know the history of professional psychology education and practice.
2. Know the philosophical issues underlying the nature and identity of professional psychology.
3. Know the ethical principles, practice standards, regulations, and laws governing the practice of psychology and how they apply to typical situations encountered by psychologists.
4. Learn about work, compensation, and careers in professional psychology.
5. Reflect upon items 1-4 above in terms of your own individual professional development to identify career interests and options.

B. Required Text (available at RU Bookstore)


C. Other Reading Materials

1. See Appendix 1, readings available on the course’s Sakai site.
2. NJ Licensing Law materials – [http://www.state.nj.us/lps/ca/psy/psyreg.pdf](http://www.state.nj.us/lps/ca/psy/psyreg.pdf)

D. NOTE RE COURSE’S SAKAI SITE: Please make sure that you are signed up on the course’s Sakai site with an email address that you check regularly – so that you will receive the emails I send to you from the site.
E. Required Student Assignments

1. Short Reaction Papers to the reading for Classes 2-4 (see Weekly Outline): For these weeks, students are expected to write short papers before class on the reading for that week. In the paper, students are to describe 1 or 2 items from the reading that
   (a) they found useful and persuasive,
   (b) they disagreed with, and/or
   (c) they found confusing, and explain the rationale behind this reaction.
   In addition, at the end of the paper, students are to
   (d) list 2-3 questions that would make for interesting and important discussion in class.

   The comments in the papers will form one of the bases of that day’s class discussion.

   Please send your reaction paper to me by 5:00 pm, the Mon. before the Tues. class.

   Sending the paper: Go to the class’s Sakai site and upload your paper (in Word, 2003 if possible) to
   your Drop Box (go first to Add and click.). Title your paper as follows:
   LAST NAME, FIRST NAME, PROF-ETHICS, CLASS #__ [class in which paper is due], date of class
   Example: FISHMAN, DAN, PROF-ETHICS, CLASS #2, 01-26-10
   ii) The paper should generally be about the equivalent of 1½ to 2 double-spaced pages.

1) How Does Your Practicum Agency Measure Up? Before Class 6 (Feb. 23), each student should evaluate his/her present or past practicum agency (or professional psychology job) against the
   APA Ethical Principles and/or the APA General Guidelines for Providers of Psychological
   Services. In line with this, each student should bring to class a written description of: (i) three
   ways in which the agency meets the principles/guidelines; and (ii) three ways in which the
   agency does not meet the principles/guidelines. The write-ups will be discussed in class.
   PLEASE HAND IN ONE COPY OF THE PAPER AND RETAIN ONE FOR YOURSELF. I
   WILL KEEP FOR MY FILE THE COPY YOU GIVE TO ME.
   Please double-space your paper.

2) Participation in one of the Student Panel Presentations. Each Panel will be composed of two or
   three students. They will work together on developing a presentation to the class around a
   particular set of professional issues, including dual relationships, managed care, professesional
   health, confidentiality, and involuntary commitment.

   The goal of the panel is to convey the key issues, concepts, facts, or learning points in each area
   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 (a) roleplays of a clinical case conference; (b) mock court; (c) simulated professional
   testimony before Congress; or (d) a simulated talk-and-debate TV show (e.g., "Cross-Fire).
   Factual background is typically communicated via "Fact Sheets" that are handed out in class.
   These should be brief and contain the salient points in the area in outline form.
E. Required Student Assignments (continued)

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.
The groups are encouraged to employ the instructor as a consultant in their planning process.

3) **Double-Spaced Paper to document the Student Panel Presentation.** The paper should include copies of any handouts given in class. The paper is the product of the Student Panel group. The Student Panel papers are due at the beginning of the May 1 class.
   A) **PLEASE HAND IN ONE HARD COPY OF THE PAPER AND RETAIN ONE FOR YOURSELF. I WILL KEEP FOR MY FILE THE COPY YOU GIVE TO ME. Please double-space your paper.**
   B) Please deposit an electronic copy of the paper in the Drop Box of one of the Panel Members.

4) **Career Role Interview.** Over the past few years, the Professional Ethics course has employed a Career Role Interview exercise as a way of exploring issues of careers and career development in professional psychology. As in the past, this exercise will be adapted to collect relevant, APA “self-study” qualitative data about our Clinical PsyD graduates over the past years in conjunction with APA accreditation site visit criteria. Each student will interview one of the clinical psychology alumni (if possible), following the instructions in Appendix 2 and the semi-structured interview guide listed in Appendix 3 below. We will be discussing this project more in class. It will include your turning in a report of your interview in two forms:
   (a) an electronic file deposited in your Sakai Dropbox, and
   (b) a printed copy. **PLEASE HAND IN ONE COPY OF THE PAPER AND RETAIN ONE FOR YOURSELF. I WILL KEEP FOR MY FILE THE COPY YOU GIVE TO ME.**

   **Note 1:** There are three interrelated learning goals for the Career Role Interview: (a) to expose you to a variety of role models, (b) to stimulate your own thinking about your own personal career development, and (c) to aid the Clinical Program in its APA self-study process.

   **Note 2:** As models of what I’m looking for in your write-up, selected examples of past career interviews (edited and a bit shortened) were published in past GSAPP Alumni Newsletters under the heading, “Focus on Alumni.” These are available in the Resources section of the class Sakai site, as follows:
   - GSAPP Alumni Newsletter, 2007Fall, Labys on Indart
   - GSAPP Alumni Newsletter, 2008 Spring, Feder on Brendza
   - GSAPP Alumni Newsletter, 2008Fall, Flancbaum on Rego
   - GSAPP Alumni Newsletter, 2009 Spring, Ong on Wadhwani
   - GSAPP Alumni Newsletter, 2009Fall, Graff on Lewin

5) **“Open Book,” Take-Home Exercise:** To aid you in reviewing and integrating the material in the course, and to help you prepare for General Comps, there will be one single-question take-home exam. The question will be like a General Comps question and will include some of the material covered in class and the readings. It is to be completed without discussion or consultation with other students.
   **PLEASE HAND IN ONE COPY OF THE PAPER AND RETAIN ONE FOR YOURSELF. I WILL KEEP FOR MY FILE THE COPY YOU GIVE TO ME. Please double-space your papers.**
6) **Passing the Human Subject Certification Program** of the Office of Research and Sponsored Programs, at the following web site: [http://orsp.rutgers.edu/Humans/hscp.php](http://orsp.rutgers.edu/Humans/hscp.php) This website will provide you background on the Certification Program, and the following will take you to the learning-and-exam materials associated with Certification: [To go to the Human Subjects Certification Program on Sakai, click here](http://orsp.rutgers.edu/Humans/hscp.php). This is a web-based learning and testing experience that is a prerequisite for obtaining IRB approval of quantitative and/or qualitative research associated with dissertations.

**F. Grading**

A student's final grade in the course will be based upon the student's performance in the above six assignments, together with his or her degree of active and constructive class participation.
### G. WEEKLY OUTLINE OF THE PROF. ETHICS COURSE

<table>
<thead>
<tr>
<th>Session (Area)</th>
<th>Class and Reading Topics</th>
<th>Reading:</th>
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<tbody>
<tr>
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<td>PD=GSAPPWeb, Professional Development</td>
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<td>WEB=on Other Web Sites</td>
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</tbody>
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**Assignment**

- Upload REACTION PAPER to Sakai before class
- Begin Student Panel meetings with Dan to go over content, readings, and presentation.
- Upload REACTION PAPER to Sakai before class
- Discuss clinical alumni to interview.
- Email REACTION PAPER to Dan before class
### G. WEEKLY OUTLINE OF THE PROF. ETHICS COURSE (continued)

| Session (Area) | Class and Reading Topics                                                                 | Reading: PD=GSAPPWeb, Professional Development  
GC=GSAPPWeb, General Comps  
WEB=on Other Web Sites | Assignment |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5. Feb. 16</td>
<td>Ethics continued: **Possible Speaker(s)-- senior GSAPP alumni: Ethics in Action in the World of Practice</td>
<td>Fisher book, pages to be assigned</td>
</tr>
<tr>
<td>6. Feb. 23</td>
<td>How Does Your Practicum Agency Measure Up?</td>
<td>Fisher book, pages to be assigned</td>
</tr>
</tbody>
</table>
| 7. Mar. 2      | (a) Ethics continued. (b) The structure and functioning of the American Psychological Association and other psychology organizations | (a) Fisher book, pages to be assigned  
(b) WEB= [www.apa.org](http://www.apa.org). PD=13. Fowler, APA History. PD=14. VandenBos, “Organized Psychology.” | From APA’s web site: Be prepared to describe at least three specific aspects of the site that you found to be a very helpful resource and/or that you feel present a very positive image of psychology to the public. Also be prepared to share critical thoughts about the site that you might have. |
http://www.state.nj.us/lps/ca/psy/psyreg.pdf  
| Mar. 16        | SPRING BREAK                                                                             |                                               |
## G. WEEKLY OUTLINE OF THE PROF. ETHICS COURSE (continued)

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<tr>
<td>Mar. 30</td>
<td>No class- Passover</td>
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<tr>
<td>10. Apr. 6</td>
<td><strong>Student Panel 2</strong>: Professional Health and Burnout Prevention (Possible resource person: LEW GANTWERK.)</td>
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<tr>
<td>11. Apr. 13</td>
<td><strong>Student Panel 3</strong>: Managed Care and Its Vicissitudes – e.g., History, Nuts &amp; Bolts, NJ Lawsuit, Options and Future Directions. (Possible resource person: BARRY HELFMAN at NJPA; JEFF AXELBANK)</td>
<td></td>
<td>Exercise #1 due.</td>
</tr>
<tr>
<td>12. Apr. 20</td>
<td><strong>Student Panel 4</strong>: Access to Information, Confidentiality, Informed Consent, Duty to Warn, HIPPA. (Possible resource person: DON MORGAN)</td>
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<tr>
<td>13. Apr. 27</td>
<td><strong>Student Panel 5</strong>: Involuntary Commitment Legislation, Patients' Rights, and the Mentally Ill Homeless. (Possible resource person: JAMIE WALKUP)</td>
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<tr>
<td>14. May 4</td>
<td>Creative Alternatives for the Mentally Ill Homeless: Institutional Service Career Paths in Professional Psychology: Expected Speakers: PETER CAMPANELLI, PSY.D., KEN HECKART, PSY.D., and/or ELIZABETH CLEEK</td>
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| 15. May 11     | Innovative, Effective, and Satisfying Roles in Professional Psychology: Review of the Career Role Interviews as a Whole. | • Presentation of Interviews  
• Review of the Career Role Interviews as a Whole.  
• Career Role Write-ups Due  
• Panel papers due |            |
APPENDIX 1: READINGS AVAILABLE ON THE COURSE’S SAKAI SITE

THE NATURE OF PROFESSIONAL PSYCHOLOGY


APA ETHICS


THE APA AS AN ORGANIZATION


LICENSING


THE LAW


APPENDIX 2: INSTRUCTIONS FOR INTERVIEW WRITE-UP

Interview Write-Up:

Note 1: For somewhat shortened, sample interviews, see the following GSAPP Alumni Newsletters, available on the Sakai web site:
   GSAPP Alumni Newsletter, 2007 Fall, Labys on Indart
   GSAPP Alumni Newsletter, 2008 Spring, Feder on Brendza
   GSAPP Alumni Newsletter, 2008 Fall, Flancbaum on Rego
   GSAPP Alumni Newsletter, 2009 Spring, Ong on Wadhwani
   GSAPP Alumni Newsletter, 2009 Fall, Graff on Lewin

Note 2:
*** Write up your report based on the interview guide below, APPENDIX 3.
*** At the end of your report, describe the following:
   (a) where the interview took place,
   (b) how long the interview lasted,
   (c) why you chose this person to interview,
   (d) what you learned from the interview relevant to your own career thinking/planning.
APPENDIX 3: INTERVIEW GUIDE FOR CAREER ROLE INTERVIEW

Introduction to Interviewee

I am conducting this interview in conjunction with the Professional Development course I am taking at GSAPP this spring. The interview has two purposes.

First, to help me and my classmates in the course learn about illustrative professional careers and career path of our graduates – as we start to think about what type of career and career path we would like for ourselves.

And second, to help the Clinical Program in a self-study, in conjunction with its upcoming APA accreditation. As part of this self-study, the Program is particularly interested in:

- what its graduates are now doing,
- their perceptions of GSAPP training, and
- their ideas about the links between that training and their present careers.

And so your career-related experiences and thoughts would be very helpful to me, my classmates, and the Clinical Program. Within the context I've laid out, would you be willing to be interviewed?

A reminder that the Clinical Program would find the information you share with me very valuable for their self-study. When the information is provided to them, the focus will be on patterns of responses rather than identifying specific graduates. Thus it will be possible to disguise your identify somewhat, but not necessarily completely. Is this context of sharing the information okay with you?

- [If not okay]: What limitations would you want to place on my sharing with the Clinical Department what you tell me?

A. CURRENT ROLE(S) AND COMPETENCIES

1. Please describe each of your current occupational roles. (Include if relevant:
   - job title.
   - services performed.
   - tangible outputs.
   - clients or customers.
   - major activities in role.)

2. Describe a typical day (include details).

3. For each of your roles, describe some typical, illustrative cases and/or projects in which you have recently been involved. (Obtain a clear picture of each example, including both:
   - (i) a description of the client or project, the client’s or project’s goals, and assessment and intervention activities performed; and
   - (ii) the theory and rationale behind these activities.)

4. Think about the elements you have found especially important in developing and accomplishing the tasks and goals associated with your different activities. Such elements as
   - particular skills,
   - strategies,
   - knowledge bases, and
   - experiences.
   Describe in some detail each of these elements you have found important in your activities. (Obtain descriptions with some detail.)
APPENDIX 2 (CONTINUED)

B. CAREER PATH IN THE FUTURE

5. How would you describe your present career path – that is, where do you see your career headed to in the future? (Ask for specific details if needed.)

C. LINKS TO GSAPP

6. Reflect back on your training at GSAPP, including such components as: classes, instructors, practicum experiences, supervisors, dissertation, and other experiences.

In light of what you’ve just told me about your present career (1-5 above), which of these components were relevant and helpful in preparing you for your present professional roles and career path? (Make sure you have some details.)

7. What in retrospect was professionally and/or educationally less relevant and less useful in your experience at GSAPP? Why were these elements less relevant and useful? (Make sure you have some details.)

8. Based on your experience at GSAPP and your professional experience since then, what would you suggest be added to or subtracted from GSAPP’s training program? What is the rationale for your suggestions? (Make sure you have some details.)

D. OTHER DEVELOPMENTAL INFLUENCES

9. Before coming to GSAPP, what were some of the major influences on you that contributed to your professional identity and roles today?

E. FROM GSAPP TO TODAY

10. Reflect back now to the time of your graduation from GSAPP until today. What have been some of the major opportunities, and experiences, and other influences that have contributed to your present career today?

F. CONCLUSION

11. In closing, do you have any recommendations for me and my classmates in terms of guidelines for developing a successful and satisfying career path?

12. Is there anything else you would like to add?