SYLLABUS
Professional Ethics, Standards and Career Development

Psychology 18:820:614               Summer, 2009
Karen Riggs Skean, Psy.D.                  Room A340
Mondays, 9:15 – 5:00              June 1 – July 6, 2009

SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
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<tbody>
<tr>
<td>June 1</td>
<td>1</td>
<td><strong>Morning</strong> Introductions and Overview 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.</td>
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<td><strong>Afternoon</strong> 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.</td>
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<td>June 8</td>
<td>2</td>
<td><strong>Morning</strong> APA Ethical Principles and Provider Standards I. Instructor lecture and class discussion and activities.</td>
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<td><strong>Afternoon</strong> Licensing Laws and Malpractice. Guest Speaker: Ken Roy, Ed.D. Ken will draw on his extensive experience as member and chair of the Board of Psychological Examiners of New Jersey and on his current involvement with the Association of State and Provincial Psychology Boards.</td>
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June 15      3
Morning
APA ETHICAL PRINCIPLES AND PROVIDER STANDARDS II
Instructor lecture and class discussion and activities

PROFESSIONAL HEALTH I:
Guest Speaker: Lew Gantwerk, Psy.D.
Lew will speak on the Psychology Peer Support Program and on Distressed Psychologists.

Afternoon
PROFESSIONAL HEALTH II:
TAKING CARE OF OURSELVES
Student Panel #1: Ashleigh, Grace, Amanda, Michelle

ETHICS IN RESEARCH
Instructor lecture and class discussion

June 22      4
Morning
APA ETHICAL PRINCIPLES AND PROVIDER STANDARDS III
Instructor lecture and class discussion and activities

THE ETHICS OF BECOMING A CULTURALLY COMPETENT PSYCHOLOGIST

Afternoon
ACCESS TO INFORMATION I:
CONFIDENTIALITY, DUTY TO WARN

ACCESS TO INFORMATION II:
INFORMED CONSENT, HIPAA

June 29      5
Morning
ETHICAL AND PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY:
Guest Speaker: Avivah Dahbany, Ph.D.
TOPIC CHOSEN BY THE CLASS OR GROUP
WORK ON ETHICAL DILEMMAS

Afternoon
DUAL RELATIONSHIPS AND CONFLICTS
OF INTEREST
Student Panel #2: Scott, Laurie, Laura

ROLE OF PROFESSIONAL ORGANIZATIONS:
APA and NJPA
Guest Speaker: David Panzer, Psy.D.
David, a graduate of the School Program at GSAPP, has been very
Active in NJPA and has recently served as its President.

CAREER ROLE INTERVIEW WRITE-UP DUE

July 6

Morning
KEY ISSUES IN SCHOOL PSYCHOLOGY
Student Panel #3: Olga, Heather, Ayanna

ETHICAL CHALLENGES OF THE 21st CENTURY:
PRACTICING IN THE AGE OF EMAIL, TEXTING,
FACEBOOK, SKYPE AND TWITTER
Student Panel #4: Dana, Kirby

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 PAPER OR EXAM DUE
**Required Texts**


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 either on the online library reserves or on the General Comps Reading List on the Sakai Website. Readings from the latter will be noted in the readings by GCRL. Everyone scheduled to take Comps already has access to the Sakai site. If you do not already have access, let me know and I’ll ask Sylvia to add you.

**Optional Texts (available from Instructor)**


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
- mock court
- simulated professional testimony before Congress;
- a simulated talk-and-debate TV show (e.g., “Cross-Fire”)
- videotaping interviews with knowledgeable subjects and producing your own “Sixty Minutes.”

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

Over the past few years, the Professional Development course has employed a Career Role Interview exercise as 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 #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 frequent
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 either at GSAPP or 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

Note that some of the readings are available by accessing the General Comps Reading List on the GSAPP website. Those that are will be so noted by a (GCRL) after the citation. 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


Philosophical Issues AND History of Professional Psychology


**Class 2**

**APA Ethical Principles and Provider Standards, Part I**

**Required:** Fisher, C. (2003). *Decoding the Ethics Code.* *Read as much of this basic course text as you have time for, finishing up over the next week when the reading is lighter. At a minimum, read through the full text of the 2002 Ethical Principles, given in its entirety in the Appendix (pp. 315-331), to familiarize yourself with the scope of the document. Then begin reading from the beginning, with particular attention to sections that pertain to your own career path.*

**Licensing Laws and Malpractice**

**Required:** New Jersey Licensing Law and Regulations (available on the Board’s website: as a PDF File: http://www.state.nj.us/lps/ca/psy/psyreg.pdf)


Class 3
Ethics in Research

Required: Have completed the IRB online course.

Professional Health


APA Ethical Principles and Provider Standards, Part II

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


Class 4

Access to Information: Confidentiality and Duty to Warn

Review the relevant Fisher sections.

Ethics of Becoming a Culturally Competent Psychologist


Class 5

Ethical and Professional Issues in School Psychology  Presentation

*No major readings due for this. Finish any required reading you haven’t had a chance to do, and work on Career Role Interview, due for this class, and Final Exam, due the week after.*

Dual Relationships and Conflicts of Interest


Role of Professional Organizations

Required: 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 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.