COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7520—Ethics and Professional Standards for Psychologists
COURSE CREDIT: 3 Semester Hours (Course # 16837)
TERM/YEAR: Fall 2017
COURSE LOCATION: 112 Education Building
DAY/TIME: Mondays 5:00-8:20
INSTRUCTOR: Dr. C. Somers
OFFICE: 345 College of Education; (313) 577-1670; c.somers@wayne.edu
(Department secretary, Sheri Martini, can be reached at sheri.martini@wayne.edu or 577-1614)
OFFICE HOURS: Mondays 1:30-4:30 & Wednesdays 10:00-12:00; by appointment is best

COURSE DESCRIPTION

An overview of scientific and professional ethics, legal standards, and best practices related to the practice of psychology.

LEARNING OUTCOMES

This course is an overview of the scientific and professional standards in the practice of psychology. The course will also include an introduction to the field of Counseling Psychology, Couples and Family Therapy.

1. Students will be able to define the APA ethics code.
2. Students will and be able to apply them to their lives as professionals, demonstrating which practices are ethically acceptable versus which are in violation of ethical standards using hypothetical scenarios.
3. Students will be introduced to the American Association of Marital and Family Therapy (AAMFT) code of ethics and special topics as they apply to working with relationships.
4. Students will apply critical thinking, analysis, and problem-solving approaches to ethical dilemmas.
5. Students will describe the Michigan Mental Health code as it pertains to the practice of psychology (including Federal regulations known as HIPAA).
6. Students will understand child welfare and protection laws regarding treatment issues, mandated reporting, and legal rights.
7. Students will understand consumer mental health rights in the state of Michigan and learn about the concept of recovery from mental illness within the context of social justice and ethics.
8. Students will express understanding of the overall field of counseling psychology, including its mission and professional identity.
REQUIRED MATERIALS

**Texts**


This text can also be accessed for free through our library system: [http://elibrary.wayne.edu/record=b4210934~S47](http://elibrary.wayne.edu/record=b4210934~S47)

This book allows for unlimited simultaneous users. EBL allows users only to print 20% of a book's content (does not have to be consecutive pages). Only 5% of the book can be copied and pasted. The EBL system tracks this. After 10 minutes, the system will ask the student to "check out" the book. You can always order your own paper copy if you choose.


**Weblinks**


Child and Adult Protection; Custody/Friend of the Court


Counseling Psychology—Historical and Current Definitions

a) [http://www.div17.org/about-cp/what-is-counseling-psychology/](http://www.div17.org/about-cp/what-is-counseling-psychology/)


c) [http://www.div17.org/about-cp/counseling-vs-clinical-psychology/](http://www.div17.org/about-cp/counseling-vs-clinical-psychology/)

ASSESSMENT OF STUDENT PERFORMANCE

This course has 600 points tied to it, earned in the following ways. Each is described in detail next.

<table>
<thead>
<tr>
<th>Examinations</th>
<th>400 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project(s)</td>
<td>200 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600 points</td>
</tr>
</tbody>
</table>

EXAMINATIONS

Multiple forms of assessment will be used, and examinations are one method of assessing student knowledge acquisition. Two examinations will be administered, each covering approximately half of the course material, one at mid-term and one at the end of the term. These will primarily be in multiple choice and short essay format, with restricted response length, though the exams are long in total. Each exam is worth 200 points (400 points total).

ASSIGNMENTS/PROJECTS

This course is a blended course in that it is partially in person and partially online. The first half of the semester is in-person in the classroom. The second half is conducted in an online format. The course schedule below outlines the exact dates on which students will attend class and when they will do independent work, as well as due dates for all activities.

Online Discussion Board Posts (100 points). In the second half of the class, we will read the Handbook of Counseling Psychology chapters as listed below and discuss them in an online discussion board context. This will be done through the Blackboard online system and we will follow the schedule as noted. The focus of this portion of the course is to explore in more detail various aspects of practice in the profession of Counseling Psychology. There will be specific prompts posted each week and each student is required to provide a thoughtful, well-read contribution.

Book Summary and Reflection (100 points). Also throughout the second half of the semester, students will read Why It Is Good to Be Good: Ethics, Kohut's Self Psychology, and Modern Society on their own and write a summary and reflection. It is expected that you will integrate the author’s messages into your newly developing self-view as future therapists. This is expected to be about 8-10 pages, double spaced 12 point Times New Roman font. Do not emphasize verbatim quotes or reflections of what was stated in the book. Instead focus on communicating your integration/summary and, most importantly, your reactions.

PROFESSIONAL AND ETHICAL BEHAVIOR

Consistent with APA, the WSU Student Code of Conduct, and the goals of this profession in general, you are expected to maintain good conduct in critical areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will require intervention by the department faculty as a whole.
1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

Additionally, to highlight the complexity of ethics itself, experts in ethics education typically agree that students need to develop their skills in the following areas (from C.B. Fisher, 2012). The following will be monitored closely as well.

- **Sensitivity** to ethical issues, or the awareness of the needs of others and that there is an ethical point of view;
- **Recognition** of ethical issues or the ability to see the ethical implications of specific situations and choices;
- **Ability** to analyze and critically evaluate ethical dilemmas, including an understanding of competing values, and the ability to scrutinize options for resolution
- **Ethical responsibility**, or the ability to make a decision and take action;
- **Tolerance for ambiguity**, or the recognition that there may be no single ideal solution to ethically problematic situations.

**ATTENDANCE AND PARTICIPATION**

The class meetings will be both lecture-based and interactive. Attendance at each class meeting, in-depth knowledge of assigned readings, and participation in class discussions are expected. Consistent with this expectation, students are required to come to class with a list of questions from and/or comments about the readings that they would like to clarify and/or discuss further. We will be discussing all readings each week and it will be apparent if students are not doing the readings and this will be addressed directly. Each student should have something to contribute to every class discussion. If you have typically been apprehensive to participate in past learning environments, this is an intimate setting in which to surpass those tendencies and prepare yourself for a profession that requires well-developed verbal communication abilities. The Professional and Ethical Behaviors listed above, as well as your attendance and participation in your learning process, will be monitored in this course as part of the broader assessment that faculty conduct each semester across the program.
FINAL GRADES

Your final grade will be calculated out of the possible 600 points. The following graduate level grading scale will be applied based on the total number of points accumulated by the semester end:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>Fail</td>
<td>69% -</td>
</tr>
</tbody>
</table>

NOTE: All assignments must be completed in order for a grade to be earned for the course. No assignments can be skipped.

ACADEMIC DISHONESTY

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/GBK-output/index.html](http://www.bulletins.wayne.edu/GBK-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation, and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.
REFERENCING

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. See additional handout on how to create references using APA style as well as the APA style publication manual.

WRITING SKILLS

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

ENROLLMENT/WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade
Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 11</td>
<td>In class: Introduction to program and course</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Handbook</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>In class: The Counseling Psychology profession (vocational, therapeutic, skills-based origins; current influences on practice); Michigan administrative rules for training and licensure</td>
<td>Brown &amp; Lent chs. 26, 16, 20, 2; Michigan Administrative Rules for psychology</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>In class: APA ethics and law (History; Preamble; General Principles; Ethical decision-making)</td>
<td>Fisher Intro &amp; chs. 1-3</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>In class: APA ethics and law (Resolving ethical issues; Competence; Human Relations, Privacy &amp; Confidentiality)</td>
<td>Fisher chs. 4-7</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>In class: APA ethics and law (Advertising &amp; Public Statements; Record Keeping and Fees; Education &amp; Training; Research &amp; Publication)</td>
<td>Fisher chs. 8-11</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>In class: APA ethics and law (Assessment; Therapy; Child protection, adult protection, custody)</td>
<td>Fisher chs. 12-13; Child and Adult Protection and Custody/ Friend of the Court weblinks</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>In class: APA ethics and law, cont.</td>
<td>Catch up/continuation; AAMFT Code of Ethics</td>
</tr>
<tr>
<td>Oct. 30</td>
<td><strong>EXAMINATION #1—in class</strong></td>
<td></td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Online: Counseling Psychology practice (Insight; Self-awareness; Social justice; Positive psychology)—post due 11:59 p.m.</td>
<td>Brown &amp; Lent chs. 17, 18, 4, 6</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Online: Counseling Psychology practice (Culture and race; Multicultural counseling; Multicultural competence; Risk and resilience)—post due 11:59 p.m.</td>
<td>Brown &amp; Lent chs. 19, 8, 9, 28</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Online: Counseling Psychology practice (Poverty; Gender; Sexual orientation; Disability)—post due 11:59 p.m.</td>
<td>Brown &amp; Lent chs. 10, 11, 12, 13</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Online: Counseling Psychology practice—vocational issues (Vocational theories; vocational psychology and career development; contextual factors; Work and family)—post due 11:59 p.m.</td>
<td>Brown &amp; Lent chs. 21, 22, 24, 25</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Online: Counseling Psychology practice (Outcome research; Common treatment factors; Technology)—post due 11:59 p.m.</td>
<td>Brown &amp; Lent chs. 14, 15, 3</td>
</tr>
<tr>
<td></td>
<td><em>Examination #2 (take home) distributed Dec. 5th</em></td>
<td></td>
</tr>
<tr>
<td>Dec. 11</td>
<td><strong>EXAMINATION #2—bring completed exam to class for final integrative class period</strong></td>
<td></td>
</tr>
<tr>
<td>Dec. 18</td>
<td><strong>Book summary and reflection due via email</strong></td>
<td></td>
</tr>
</tbody>
</table>