Psy 541 - Professional Issues and Ethics in Psychology
Department of Psychology
Western Kentucky University
Winter Term 2014
MTWTF 9:00-12:15

Instructor: Carl Myers, Ph.D.
Office: GRH 3032
Phone: 745-4410

Course Description:
Roles and responsibilities of professional psychologists emphasizing ethical, legal, and methodological issues for the master's level professional.

Course Objectives:
As a result of participating in this class, students will:
1) develop an understanding of the APA and NASP ethics codes;
2) develop an ability to think through ethical dilemmas by applying appropriate ethical and legal standards to the dilemmas;
3) develop an understanding of how ethics and laws guide the practice of psychology;
4) develop an understanding of the ethical implications of providing psychological services to culturally diverse clientele;
5) gain knowledge about the history of school psychology;
6) understand how federal special education law (IDEA-04), federal regulations, and state regulations guide the practice of school psychology;
7) develop an understanding of how the U.S. Constitution and case law impact special education and school psychological services;
8) understand how Section 504 relates to school psychological services; and
9) develop an understanding of how NASP’s Guidelines for the Provision of School Psychological Services influences the delivery of appropriate and comprehensive school psychological services.

Required Resources:
• Kentucky Department of Education. (2008). Kentucky administrative regulations. Frankfort, KY: Author. (available online from KY’s department of education website)

Suggested Resource:
### Tentative Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Jan. 6</td>
<td>Intro to the class; Intro to the APA (2010) Ethical Principles of Psychologists and Code of Conduct</td>
<td>Appendix B of textbook</td>
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<tr>
<td>Jan. 7</td>
<td>APA Ethics Code continued</td>
<td>Chapter 1</td>
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<tr>
<td>Jan. 8</td>
<td>Overview of KY Legal Procedures; Introduction to NASP’s (2010) Principles for Professional Ethics</td>
<td>Chapters 3 &amp; 6</td>
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<tr>
<td>Jan. 9</td>
<td>NASP’s (2010) Principles for Professional Ethics continued</td>
<td>Appendix A; Chapter 7 &amp; 8</td>
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<td>Jan. 10</td>
<td>Exam I – Ethics Codes &amp; Chapters 1, 3, 6, 7, &amp; 8</td>
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<tr>
<td>Jan. 13</td>
<td>Ethical issues in schools; Ethical decision-making</td>
<td>Chapters 9 &amp; 10</td>
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<td>Jan. 14</td>
<td>Intro to Special Education; IDEA-04</td>
<td>Chapter 2</td>
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<tr>
<td>Jan. 15</td>
<td>IDEA-04</td>
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<td>Jan. 16</td>
<td>Special education case law</td>
<td>Chapter 4</td>
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<tr>
<td>Jan. 17</td>
<td>Short Exam: Chapters 2, 4, 9, &amp; 10</td>
<td>KY Administrative Regulations (2008)</td>
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<td>Jan. 21</td>
<td>8:00-10:30 Appropriate evaluation planning: KY special education disabilities</td>
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<td>Jan. 23</td>
<td>Procedural Safeguards; IEP; Section 504; School Psych History</td>
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<td>Jan. 24</td>
<td>Final Exam – Case law, KY Admin. Regulations, &amp; Chapters 2, 4, 5, &amp; 11</td>
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### Course Grading:

Possible points are as follows:

- **Chapter Quizzes** 75
- **Presentation** 50
- **Exams** ~125
- **CITI ethics training** 25
- **Professional Behaviors** 20

**Total Possible** ~295

*Assignment of grades will be based on percent of points earned with cut-offs at 90%, 80%, etc.*

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I. **Chapter Quizzes:**
Quizzes will be given over each Jacob & Hartshorne (2011) textbook chapter on the day the reading is assigned. These quizzes will be in a multiple-choice format. The quizzes have several purposes such as providing you with external motivation to read and review the textbook, facilitating classroom discussions, giving you feedback on your understanding of the material, and giving me feedback on what material was understood. Each chapter will typically have 5 to 10 questions.

II. Presentation:

In general, the assignment calls for each student to develop a presentation on a topic to be given in class (randomly assigned). Each presentation should be professionally done (e.g., powerpoint, formal presentation style) and the information presented should be useful (e.g., practical information) to the class participants. The topics may require varying lengths of time to present; however, plan on approximately 20 minutes. A handout (1 to 2 pages) summarizing key points should be distributed to the class participants. This assignment is considered a “critical performance” for NCATE accreditation purposes and needs to be uploaded to the appropriate College of Education and Behavioral Sciences website. More information will be given on this at a later point in time.

III. Exams:

Exam I will focus on APA and NASP ethical codes and assigned chapters. You will have the entire class period for the first exam. Exam II will be brief and emphasize the chapters covered that week. (We will have lecture that class session in addition to the exam.) The final exam will emphasize special education law, case law, and the Kentucky Administrative Regulations. The exams will consist of short answer and essay questions.

IV. CITI Ethics Training:

WKU’s Human Subject Review Board (HSRB) requires a new training program for all research projects requiring approval through each review board. CITI is a web-based ethics training course for those conducting research with human subjects. Anyone conducting research (e.g., your thesis project) must complete CITI training with a minimum score of 80%. Follow the steps below to sign up for the CITI Course:

• Go to www.citiprogram.org
• Select "New Users"
• Step 1 - Participating Institutions: Western Kentucky University
• Step 2 - Create a username and password
• Step 3 - Enter your name
• Step 4 - Enter e-mail address
• Complete contact information fields
• Check the course you are required to complete. You are to complete – [1] Social/Behavioral Research Course and [2] Social and Behavioral Responsible Conduct of Research Course. The two modules have been reported to take a minimum of 1-3 hours to complete (each).

V. Professional Behaviors:

Professional behaviors include such things as attendance, timeliness, participation in class, professional attitude, courtesy toward others, and writing skills (e.g., spelling, grammar). Points will be given based on my subjective evaluation of your professional behaviors (inside and outside of the classroom) at the end of the term.

“In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”