Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.


**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOK**


**Additional Readings**


**COURSE DESCRIPTION**

Review of legal and ethical dilemmas and decisions faced in psychological practice, including research, assessment, teaching, therapeutic intervention, consultation, and court testimony. Emphasis will be placed on a review of professional guidelines and the process of ethical decision-making.

Prerequisite: Admission to Graduate Program in Department and Advanced Standing.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

M.S. CLINICAL-COUNSELING OBJECTIVES

1. competence in appropriate assessment practices and issues. (CFS I, IV)

3. knowledge of DSM diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories. (CFS I)

4. the ability to prevent psychological problems through alteration of pathological environments and early intervention. (CFS II, III)

5. appropriate use of interventions at the individual and systems levels. (CFS II, III, IV, V)

7. the integration of information from several sources (e.g., testing, interviews, etc.) in the writing of assessment reports and intervention notes and plans. (CFS III, IV, V)

8. active and skillful consultation with other professionals and consumers. (CFS IV)

9. knowledge and awareness of current issues in the field of psychology and mental health. (CFS I, VI)

10. awareness of the needs of a culturally diverse clientele. (CFS II, III, V)

11. ethical decision-making and resolution of moral dilemmas. (CFS I, VI)

ED.S. SCHOOL PSYCHOLOGY OUTCOMES

2.1 School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. (CFS I, IV)

2.2 School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery,
school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. (CFS VI)

2.3 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. (CFS II, III, IV, V)

2.4 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. (CFS II, III, IV, V)

2.6 School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. (CFS II, III)

2.8 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. (CFS II, IV, V)

2.10 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. (CFS I, IV, VI)
**COURSE OBJECTIVES**

1. Students will be able to articulate the ethical guidelines for professional practice in the area of research. (CFS I, VI)
2. Students will be able to articulate the ethical guidelines for professional practice in the area of assessment. (CFS I, IV, VI)
3. Students will be able to articulate the ethical guidelines for professional practice in the area of diagnosis and treatment. (CFS I, IV, V, VI)
4. Students will be able to articulate the ethical guidelines for professional practice in the area of professional conduct. (CFS I, VI)
5. Students will be able to articulate the ethical guidelines for professional practice in the area of confidentiality. (CFS I, VI)
6. Students will be able to articulate the ethical guidelines for professional practice in the area of working with diverse populations. (CFS I, II, III, VI)
7. Students will be able to articulate the ethical guidelines for professional practice in the area of court testimony and consultation (CFS I, IV, VI)
8. Students will be able to demonstrate the appropriate decision-making process when faced with sample ethical dilemmas. (CFS I, II, III, IV, V, VI)

**COURSE ASSIGNMENTS/ASSIGNMENTS/REQUIREMENTS**

**Exams:** There will be four exams, each worth 15% of your grade (75 points). These exams may consist of multiple choice, short-answer, and/or essay questions to reflect material discussed in class and appearing in the assigned reading.

**Paper:** You are required to write a 12-15 page paper for this course on a topic in ethics, to be selected by the student with consultation from the instructor (Example: The Use of Psychotropic Medication in Children). *Students will submit a one paragraph abstract of their selected paper topic to the instructor for pre-approval by September 12, 2013.* This paper will be worth 15% of your course grade (75 points) and should reflect a balance of information gleaned from research and personal views on the topic (see rubric below). Late papers will be penalized a letter grade for each day late.

<table>
<thead>
<tr>
<th>Ethics Paper Scoring Rubric</th>
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</thead>
<tbody>
<tr>
<td>Criteria:</td>
</tr>
<tr>
<td>The universal intellectual standards (Paul &amp; Elder, 2009) will be used to evaluate the information gleaned from the literature. Please be sure to address all the standards:</td>
</tr>
<tr>
<td>• Clarity – use examples</td>
</tr>
<tr>
<td>• Accuracy – include references</td>
</tr>
<tr>
<td>• Precision – be specific</td>
</tr>
<tr>
<td>• Relevance – How is what you are describing relevant?</td>
</tr>
<tr>
<td>• Depth – address multiple factors</td>
</tr>
<tr>
<td>• Breadth – consider other perspectives</td>
</tr>
</tbody>
</table>
Leadership Presentation: Each student will be responsible for leading the class discussion and/or activity on one topic pertaining to assigned outside readings supplemented by additional resources. Students will select their topics by the second class period and submit an outline of the presentation two weeks prior to the presentation date (see list of topics and dates below). You should be prepared to raise the basic ethical issues, and then guide the discussion activities, to last approximately 35-40 minutes. You will be expected to promote critical thinking and engage your fellow students using supplemental materials (i.e., multimedia, case studies, other activities, etc). This should not be another boring lecture! Grading will be based on preparation, organization, and the extent to which you get your fellow students to participate actively in an in-depth discussion on the selected topic (see rubric below). The leadership requirement will constitute 10% of your grade (50 points).

Leadership Topics:
Application of the ethics code to one’s personal life (8/22)
Adherence to the Code: protect the client or cover your rear? (8/29)
Learning ethics in the classroom vs. in the field (8/29)
Competence with cultural and linguistic minorities (9/12)
Children’s ability to consent (9/19)
Multiple role relationships in rural settings (9/26)
Coping with a subpoena (10/10)
Confidentiality and the Internet (10/10)
Research and Scholarship (10/24)
Ethical issues in teaching psychological testing (10/24)
Forensic psychology: Who is the client? (11/7)
Managed care (11/14)
Psychologists as Educators (student and professor views) (11/21)

Leadership Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Possible Points:</th>
<th>Points Earned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/activity raised the basic ethical issues surrounding the topic</td>
<td>10</td>
<td></td>
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<tr>
<td>Discussion/activity designed to facilitate abstract thinking, problem</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Debate: Pairs of students (if there are an odd number of students, one debate will involve three possible positions) will be required to debate opposing sides of an ethical dilemma posed in a case study. See debate topics and dates below. See Blaze View for case studies. For these debates, students will not be told which side or position they are to support prior to class. You should prepare for all possible arguments, and then a random process (i.e., a coin flip) will be used to assign the “side” each student will take. Each student will present their opening argument and then the debate format will involve a point-by-point debate, with each side arguing their assigned side. Questions may also be asked of the participants by the audience, including other students and the instructor. Both sides will have the chance to respond to questions. Debates will last approximately 30 minutes. Grading will be based on preparation, appropriate use and knowledge of the APA Ethical Principles, and presentation of arguments (see rubric below). The debate will constitute 10% of your grade (50 points).

Debate Topics:
* Multicultural competence (9/12)
* Children’s ability to consent to treatment (9/19)
* The “2 year rule” for post-termination sexual relationships (9/26)
* Duty to warn and HIV (10/17)
* Mandated reporting of child abuse (10/17)
* Intentional misdiagnosis (11/14)
* Forensic testimony (11/7)
* Student rights: conscientious objection to providing services (11/21)
* Academic standards: plagiarism (11/21)
[*may be used as a 3-person debate]

### Debate Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Possible Points:</th>
<th>Points Earned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Evident (<em>submit typed debate notes after the debate</em>)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Appropriate knowledge and use of the APA Ethical Principles (<em>cite the principles/standards of the ethics code, other relevant legal mandates, court cases, and/or research findings</em>)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Delivery of verbal arguments (<em>clarity, confidence, etc.</em>)</td>
<td>10</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>50</strong></td>
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</tr>
</tbody>
</table>

Participation: Active, productive input is expected from all students during class discussion and activities. This course is more dependent on classroom discussion than most, so without active participation, students will miss out on valuable learning experiences.
discussion, little will be accomplished. A total of 5% of your grade (25 points) will be based on the quantity and quality of your participation. Throughout the semester, students will complete in-class (or on-line) activities and three of the activities will be randomly graded. Additionally, instructor evaluations of student participation will be completed on the last day of class. Attendance and punctuality will be considered.

<table>
<thead>
<tr>
<th>Participation Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
</tr>
<tr>
<td>In-class activity #1</td>
</tr>
<tr>
<td>In-class activity #2</td>
</tr>
<tr>
<td>In-class activity #3</td>
</tr>
<tr>
<td>Instructor evaluation</td>
</tr>
<tr>
<td>Total Points</td>
</tr>
</tbody>
</table>

Extra Credit: Students are required to complete an online pre-test during the first week of classes and an online post-test during the final week of classes. You will be granted a total of 5 bonus points for completing both tests. No other opportunities for extra credit will be given.

COURSE EVALUATION

Exam 1: 15% = 75 points  
Exam 2: 15% = 75 points  
Exam 3: 15% = 75 points  
Exam 4: 15% = 75 points  
Paper: 15% = 75 points  
Leadership: 10% = 50 points  
Debate: 10% = 50 points  
Participation: 5% = 25 points  
Total: 100% = 500 points

Grades

450 - 500 A  
400 - 449 B  
350 - 399 C  
300 - 349 D  
299 and below F

ATTENDANCE POLICY

VSU policy requires class attendance. You will be expected to attend all class sessions unless outstanding and demonstrable circumstances arise. Unexcused absences and/or repeated late attendance will result in a penalty of one point deducted from participation credit per hour of class missed without an excuse deemed acceptable by the instructor. In accordance with VSU policy, missing greater than 20% of in-class time will result in an automatic failure of the course.
PROFESSIONALISM

- Students are expected to attend class on time.
- While the use of lap-top computers are permitted for course related use, the use of electronic devices for unrelated purposes is not permitted during instructional time.
- Students will be expected to complete readings and assignments prior to the specified class meetings. A letter grade will be subtracted for each day late an assignment is submitted.
- Untyped assignments will not be accepted. Grammar, spelling, formatting, and professional presentation (APA) style will be factored into the grading of all written work.
- Students are encouraged to periodically meet with instructors to obtain feedback regarding progress.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

Dr. Katharine Adams
Dept. of Psychology and Counseling

Positively Impacting Learning Through Evidence-Based Practices
COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Outside Reading</th>
<th>Leadership</th>
<th>Debate</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/15</td>
<td>Chapter 1: The Legal Floor and Positive Ethics</td>
<td></td>
<td></td>
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<tr>
<td>8/22</td>
<td>Chapter 2: Foundations of Ethical Behavior (p. 15-18)</td>
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<tr>
<td></td>
<td>&lt;COMPLETE ONLINE PRETEST BY 8/22&gt; Extra Credit Opportunity</td>
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<tr>
<td></td>
<td>Outside reading: Pipes, Holstein, and Aguirre (2005)</td>
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<tr>
<td>9/5</td>
<td>Chapter 3: Ethical decision-making</td>
<td>Outside reading: Eberlein (1987)</td>
<td>Leadership: Adherence to the Code: protect the client or cover your rear?</td>
<td>Leadership: Ethics education: the classroom vs. in the field</td>
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<tr>
<td>9/12</td>
<td>Chapter 4: Competence</td>
<td>Outside reading: APA (n.d.a)</td>
<td>Leadership: Competence with cultural and linguistic minorities</td>
<td>Multicultural competence</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>&lt;SUBMIT ABSTRACT OF PAPER FOR PRE-APPROVAL&gt;</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Chapter 5: Informed Consent, Empowered Collaboration, or Shared Decision</td>
<td>Outside reading: Pomerantz and Handelsman (2004)</td>
<td>Leadership: Children’s ability to consent</td>
<td>Children’s ability to consent to treatment</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Reading</td>
<td>Supplemental Information</td>
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<tr>
<td>10/3</td>
<td>Exam #2 (Chapters 4, 5, 6)</td>
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<tr>
<td>10/10</td>
<td>Chapter 7: Confidentiality, Privileged Communications, and Record Keeping</td>
<td>Outside reading: Committee on Legal Issues, APA (2006)</td>
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</tbody>
</table>
|            |                                                        | Outside reading: Fisher and Fried (2003)                                                | **Leadership**: Coping with a subpoena  
|            |                                                        |                                                                                        | **Leadership**: Confidentiality and the Internet |
| 10/17      | Chapter 8: Life-Endangering Patients & Quality Enhancement Strategies | Outside reading: Doverspike (2007)                                                     | **Debate**: Duty to warn and HIV  
|            |                                                        |                                                                                        | **Debate**: Mandated reporting of child abuse |
| 10/24      | Chapter 10: Assessment                                 | Outside reading: Knauss (2001)                                                          | **Leadership**: Ethical issues in teaching psychological testing  
|            |                                                        | Outside reading: Rupert et al (1999)                                                    | **Leadership**: Research and Scholarship (Ch15) |
| 10/31      | Exam #3 (Chapters 7, 8, 10)                            |                                                                                        |
| (Online)   |                                                        |                                                                                        |
| 11/7       | Chapter 9: Forensic Psychology                         | Outside reading: Rogers (1987)                                                          | **Leadership**: Forensic psychology: Who is the client  
<p>|            |                                                        | Outside reading: Knapp and VandeCreek (2001)                                            | <strong>Debate</strong>: Forensic testimony                  |
|            |                                                        |                                                                                        | <strong>Paper Due 5:00 pm</strong>                          |
|            |                                                        | Outside reading: Dombeck and Olsan (2002)                                               | <strong>Debate</strong>: Intentional misdiagnosis            |
| 11/21      | Chapter 13: Psychologists as Educators                 |                                                                                         |                                                                                   |
|            | Chapter 14: Consultation and Clinical Supervision (iSpring video lecture) |                                                                                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/28</td>
<td><strong>Leadership:</strong> Psychologists as Educators (student and professor views)</td>
</tr>
<tr>
<td></td>
<td><strong>Debate:</strong> Academic standards: plagiarism</td>
</tr>
<tr>
<td></td>
<td><strong>Debate:</strong> Student rights: conscientious objection to providing services</td>
</tr>
<tr>
<td>12/5</td>
<td><strong>THANKSGIVING HOLIDAY</strong></td>
</tr>
<tr>
<td>12/5</td>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td>5:00pm</td>
<td><strong>Exam #4 (Chapters 9, 12, 13 &amp; 14)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>COMPLETE ONLINE POST TEST by 12/5</strong> <em>Extra Credit Opportunity</em></td>
</tr>
</tbody>
</table>