EDCP 641: School Psychology Seminar: Professional Ethics
Fall, 2009

The task of the psychologist is to make a difference;
to increase the joy, zest, and richness of life of human beings. Clark Hull, 1941

PROFESSOR: Karen M. O'Brien, Ph.D.
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OFFICE HOURS: Wednesdays, 9:30-10:30 and Thursdays 3:00-4:00

COURSE GOALS: At the completion of this course, students are expected to demonstrate an understanding of:

1. the ethical standards of our profession and the contemporary ethical, professional, and legal issues affecting counseling psychologists and school psychologists,
2. how ethical issues are related to social and cultural issues, and
3. how to apply critical thinking and our profession’s code of ethics to ethical dilemmas.

COURSE REQUIREMENTS: Students must attend class meetings on Mondays from 9:30 until 12:00 in PSYC 1103.

COURSE EVALUATION: This course is graded pass/fail.

ATTENDANCE AND PARTICIPATION (15%) This course will be conducted as a seminar with most of the class time devoted to discussion of the readings and relevant issues. In addition, faculty and guest psychologists will participate in this seminar. Students are expected to attend (and be on time for) all class meetings, complete the assigned readings prior to coming to class, and actively participate in the discussions. Absence from class or repeated tardiness may result in a lowered grade.

JOURNAL CRITIQUE PAPER (25%) Read a manuscript published in the last five years in the Journal of Educational Psychology, Journal of Diversity in Higher Education, or the School Psychology Quarterly. The manuscript should not have been assigned for this course. (1) Provide a very brief description of the research. (2) Critique the work. Identify ways in which you (or others) might (3) advance knowledge in this area of study, and (4) use the information presented in the article in your future work as a counseling psychologist. The paper must not be longer than 8 pages (including cover page and references).

FINAL EXAM (55%) The essay exam will assess knowledge gained throughout the course as well as the student’s ability to thoughtfully consider ethical dilemmas. References to materials read in this course must be cited in the exam.
***** All assignments must be typewritten, comply with APA style, and be turned in on time. Late assignments will be lowered one grade for every day they are late. Poorly written assignments or tests will receive lower grades regardless of the content. (Always check grammar, spelling and punctuation.)

***** A grade of I (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the semester. Students for whom special circumstances may warrant an I must discuss this matter with the instructor before the last day of class.

STATEMENT ON DISABILITIES: If you have a documented disability and wish to discuss academic accommodations, please contact the instructor in writing as soon as possible and before the third week of the semester.

STATEMENT ON RELIGIOUS OBSERVANCES: Students will not be penalized because of observances of religious beliefs. Please note that it is the students’ responsibility to notify the instructor in writing regarding any missed absences for religious observances within the first three weeks of class.

STATEMENT ON PROPER USE OF TECHNOLOGY DEVICES: Computers may be used in the classroom for taking notes. The use of computers or phones for other purposes is disruptive to the professor and possibly to other students and guest speakers. Those students who are using technology devices for any purpose other than taking notes will be given one warning and then 5 points will be removed from the student’s final grade for every instance when technology devices are used for purposes other than taking notes.

MULTICULTURAL STATEMENT: The University of Maryland Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

HONOR CODE: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit www.shc.umd.edu.

SCHEDULE:

** You are required to complete the readings prior to their due date. Prepare at least two thoughtful reactions (written) to the readings for each class meeting.
Oct. 19  **The Ethical Principles of the American Psychological Association**  
**GUESTS**: Dr. Mary Ann Hoffman and Dr. Bill Strein (University of Maryland)  
**READINGS**: American Psychological Association (1993; 2000; 2002; 2003; 2007); Cornish et al. (2008); Jacob & Hartshorne (1; Appendix A); Welfel (1)

Oct. 26  **Ethical and Legal Issues in Counseling Psychology; Models of Ethical Decision Making**  
**GUEST**: Dr. Susan Gerson (Psychologist, William R. Stixrud and Associates)  
**READINGS**: Knapp et al. (2007); Knapp & Vandecreek (2007); Welfel (2, 3)

Nov. 2  **Ethical Issues in Counseling and Therapeutic Interventions in Schools**  
**GUEST**: Dr. Deborah Nelson (Psychologist)  
**READINGS**: Jacob & Hartshorne (3, 7); Fisher (2009); Case 1 materials

**ETHICAL CASE 1**: Harmful sexual behavior in a teen client

Nov. 9  **Ethical and Legal Issues in Clinical Practice**  
**GUEST**: Dr. Jean Carter (Psychologist, Washington Psychological Center)  
**READINGS**: Welfel (4, 5, 6); Case 2 materials

**ETHICAL CASE 2**: Alternative treatment approaches

Nov. 16  **Ethical and Legal Issues in Supervision**  
**GUEST**: Dr. Bill Flook (Psychologist, Baltimore County Schools)  
**READINGS**: Jacob & Hartshorne (11); Welfel (7, 13); Worthington, Tan & Poulin (2002); Case 3 materials

**ETHICAL CASE 3**: Research in schools on ethnic minority children

Nov. 23  **Ethical and Legal Issues in Consultation**  
**GUEST**: Dr. Beth Sperber Richie (Psychologist, Mosaic Life)  
**READINGS**: Jacob & Hartshorne (8); Welfel (9, 11); Case 4 materials

**ETHICAL CASE 4**: Psychologists’ role in developing and implementing interrogation techniques that may be construed as torture

Nov. 30  **Ethical and Legal Issues in Research and Teaching**  
**GUEST**: Dr. Joann Prosser (Director of Research, Department of Resident Life, University of Maryland)  
**READINGS**: Fine & Kurdek (1993); Jacob & Hartshorne (10); Knapp & VandeCreek (14, 16; 2006); Welfel (14); Case 5 materials

**ETHICAL CASE 5**: Impaired psychologists

**Due**: The Journal of Counseling Psychology Critique Paper

Dec. 7  **Self Care, Termination, and Course Evaluations**  
**READING**: Barnett et al. and commentaries by Baker, Elman, & Schoener (2007); Jacob & Hartshorne (Epilogue); Welfel (10, 15)

**Due**: Doctoral Program Professional Development Plan
Dec 13

PLEASE COMPLETE COURSE EVALUATION USING COURSE EVALUM.

************************THANK YOU!****************************

Dec. 14

Final Exam: Due 9:30am in Dr. O’Brien’s Office (PSYC 2147D)

******HAVE A GREAT WINTER BREAK!!******

REQUIRED TEXTS:

REQUIRED ARTICLES:


**(HIGHLY) RECOMMENDED READINGS:**


Multicultural Counseling and Development, 24, 42 - 78.


Tarasoff v. Regents of the University of California (Tarasoff II), 551 P.2d 334 (Cal. 1976).


