

# NEW COURSE FORM

<b>1. General Information.</b>					
a.	Submitted by the College of: Education	Today's Date:	11/23/2010		
b.	Department/Division: Educational, School and Counseling Psychology				
c.	Contact person name: Keisha Love	Email: Keisha.Love@uky.edu	Phone:	257-8273	
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year <sup>1</sup> : Summer 2011	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Prefix and Number: EDP 688				
b.	Full Title: Ethical and Legal Issues in Psychology				
c.	Transcript Title (if full title is more than 40 characters): _____				
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
	2 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Residency	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits: 3				
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____			
	If YES:	Will this course allow multiple registrations during the same semester?			
		YES <input type="checkbox"/>	NO <input type="checkbox"/>		
i.	Course Description for Bulletin:	This course is designed to educate students about ethical and legal issues related to the practice of psychology. An emphasis is placed on learning the current APA ethical code of conduct, mental health laws, and ethical decision-making models.			
j.	Prerequisites, if any: EDP 605 and 661, or consent of the instructor				
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both				
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4. Frequency of Course Offering.</b>					

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	12 students		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program: _____			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: The MS Program in Counseling Psychology will require this course			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

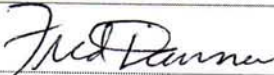


Course Prefix and Number:    EDP 688

Proposal Contact Person Name:    Keisha Love                      Phone: 257-8373    Email: Keisha.Love@uky.edu


**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDP	11/24/10	Fred Danner / 257-7878 / fdanner@uky.edu	
C & C		/   /	
College of Ed	2/8/11	Robert Shapiro 77-9795 rshapiro@uky.edu	
		/   /	
		/   /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council		 2011.03.10 15:06:38 -05'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

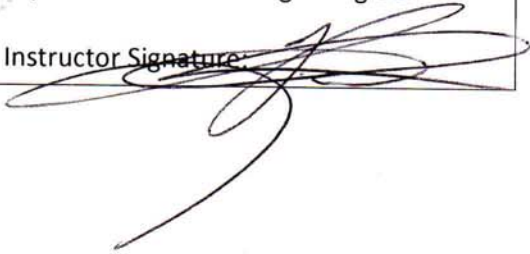
Course Number and Prefix: EDP 688	Date: November 23, 2010
Instructor Name: Keisha Love	Instructor Email: Keisha.Love@uky.edu

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The syllabus for EDP 688 conforms to the University Senate Syllabus Guidelines. General course information, instructor contact information, a course description, with the major components, and the course policies are detailed in the syllabus. An additional section titled "instructional methods" explains the distance learning format of the course.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The textbook, required readings, objectives, and major course activities are the same as the classroom-based format. The only difference is that students in the distance learning section are required to post their "reaction responses" and questions related to the daily readings on the discussion board instead of presenting their answers in class.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Although this course will be delivered via distance learning, students will have a few class sessions that will meet face-to-face, typically once a week. The class will meet face-to-face the first day of class, when covering therapy ethics, in which students will work through ethical dilemmas doing role-plays, and to present their "final presentations." Students will complete the final exam via Blackboard in which they complete a take-home, open-book exam. In addition to this quality assurance procedure, students may only access the course through password-protected portals. Last, an "academic honesty" policy is printed in the syllabus that denounces academic dishonesty.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The instructor will hold office hours, Tuesdays 1:00pm to 3:00pm for students in the distance learning section. During this time, students may come to the instructor's office or call the instructor for assistance. In addition, as previously mentioned, students will have access to all course materials that students in the classroom-based sections will have.</p>
<b>Library and Learning Resources</b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students are told in the syllabus that they are responsible for completing daily reading and assignments in a prompt manner on the day in which the assignments and readings are due. Students must submit their responses to the "Powerpoint questions" to the instructor via email. Students who have completed their course requirements for the day should be able to correctly respond to the quiz items, which will help ensure that students are doing the appropriate readings, research, and assignments.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The course will primarily be delivered through blackboard. Numerous computer labs are available throughout campus in which students may access the course materials. However, students will primarily be using the computer labs in the College of Education library, which is open seven days a week. In addition, students will have access to the Instructional Technology Center, which is open Monday through Friday as an additional computing lab. If students have access to their own computer and wish to participate using their own computer, they may do so.</p>
<b>Student Services</b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>The syllabus provides the website and phone number of the Information Technology Customer Service Center Help Desk as well as the TASC Support Center.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>



	<p>Does the syllabus contain all the required components, below? These components are included in the course syllabus.</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</p> <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>o Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>o DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;lilib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;lilib_id=16</a></li> </ul>
10.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Keisha Love</p> <p>Instructor Signature: </p>

**EDP 688: Ethical and Legal Issues in Psychology**  
University of Kentucky  
Educational, School, and Counseling Psychology

**Instructor:** Keisha Love, Ph.D.  
**Office:** 241 Dickey Hall  
**Phone:** (859) 257-8273  
**E-mail:** [Keisha.Love@uky.edu](mailto:Keisha.Love@uky.edu) (This is the best way to reach me. Barring weekends and holidays, I will attempt to respond to your email within 24 hours).  
**Office Hours:** Tuesdays 1:00-3:00pm (phone conferences included) or by appointment throughout the duration of the class.

**Prerequisites**

This course is open to students enrolled in the Educational and Counseling Psychology program or other graduate students in psychology who have the consent of the instructor.

**Course Description**

This course is designed to provide you with an overview of ethical and legal issues that psychologists encounter as they relate to counseling, teaching, research, assessment, supervision, and other areas. The course will cover ethical principles, legal issues, Kentucky mental health law, and theories/strategies for addressing ethical dilemmas and concerns.

**Required Texts and Readings**

Bersoff, D. (2008). *Ethical conflicts in psychology* (4<sup>th</sup> ed.). Washington DC: American Psychological Association. ISBN-13: 978-1-4338-0350-5

You must print a print a copy of the “Laws and Regulations Relating to Licensure in Psychology” and the latest version of the American Psychological Association ethics code. Both items can be obtained through Blackboard. The laws and regulations can be found under the “Laws and Regulations” tab. The 2010 ethics code can be found under the “APA Ethics Code” tab. In addition, articles for class can be found under the “Class Articles” tab.

**Recommended Reading**

Bennett, B., Bricklin, P., Harris, E., Knapp, S., VandeCreek, L., & Younggren, J. (2006). *Assessing and managing risk in psychological practice: An individualized approach*. Rockville, MD: The Trust. ISBN: 978-0-615-13416-1

**Instructional methods**

In the distance learning format, a portion of the course will be taught via face-to-face meetings, and a portion of the course will be taught through downloadable course lectures and/or PowerPoint slides through Blackboard. The class is scheduled 9:30am-12:00pm. Monday through Thursday. Students are encouraged to use this time to view PowerPoint slides and complete course assignments and readings. The Power Point slides have voice-over comments, so watching the slides is critical. Face-to-face class sessions will consist of a combination of lectures, discussions, and class activities. **Face-to-face meetings are identified in the course**

**schedule; you must attend class on these dates** (unexcused absences will result in a 50-point reduction in the final grade).

You are responsible for keeping pace with the course readings when not in class. To access Blackboard, you will need access to a computer. Computer labs are available throughout campus. Computers are available in the College of Education Library and the Instructional Technology Center in the Taylor Education Building. If you have difficulties with Blackboard or require assistance, please contact the UK Help Desk at <http://www.uky.edu/UKIT/> or 257-1300. Or, you may contact the Teaching and Academic Service Center at <http://www.uky.edu/TASC/DL/BBsupport.php>. If you still have difficulties, contact the instructor via email or phone and a “help request” can be submitted on your behalf.

### **Course objectives**

*Students will demonstrate:*

1. Knowledge and an understanding of the APA ethics code.
2. Knowledge and an understanding of legal issues related to the practice of psychology.
3. The ability to effectively identify ethical dilemmas.
4. The ability to apply ethical decision making models to ethical dilemmas.
5. Knowledge of ethical and legal issues as they relate to diverse populations.
6. Knowledge of the “business” aspects of the practice of psychology.

### **How this course relates to the unit-wide model**

The College of Education at the University of Kentucky seeks to “prepare professionals for a variety of roles in educational settings and the community and provides leadership in the improvement of the education, health, and well being of citizens in the Commonwealth, the nation, and the world.” This goal is consistent with the scientist-practitioner model of the Counseling Psychology program, which prepares students for a variety of professions from clinical practice to research. This course will help advance students’ knowledge of ethical and legal issues related to the practice of psychology, which will help the department produce ethical, law-abiding practitioners, teachers, and researchers who interact with individuals in the Commonwealth and beyond.

### **Course Requirements**

***Ethical Decision Making Mini-Papers (50 points each):*** You will be given a case in which you must address the following in a mini paper (2-3 pages):

1. What is the ethical dilemma(s)? Clearly describe the ethical dilemma(s) in the case.
2. What specific APA ethical codes and/or Kentucky statutes and/or regulations are germane to the case presented (include the code numbers)?
3. Choose an ethical decision making model, apply it to the case, and discuss potential resolutions to the dilemma including the repercussions and implications of each potential resolution.

These papers are to be submitted to the instructor via email by **5:00pm** on the dates specified.

***Response to Lecture Questions (10 points per question per PowerPoint lecture):*** Some PowerPoint lectures posted in Blackboard will have a few questions to which you must respond at the end of the lecture. Your responses must be submitted to the instructor via email by **5:00pm** on the date that the PowerPoint lecture is covered. Each question must be answered in less than one page (double spaced



typing). For 5 bonus points, you may post your scholarly, thoughtful comment (as judged by the instructor) and/or reactions to the day's lecture on the Discussion Board in Blackboard by **5:00pm** on the day that the topic was covered. Responses to someone's post will also may also receive 5 bonus points. \* Please ensure that your postings are professional, respectful, and appropriate for the class. You may earn a maximum of 10 bonus points per week.

***Ethical Dilemma Discussion Board Posting:*** You must post an ethical dilemma on the discussion board. The class must discuss how to address the dilemma. You must use the Discussion Board to communicate with each other. To start a discussion thread, click on "create forum." You can use an actual ethical dilemma that you faced in practice (**be sure to protect client confidentiality by de-identifying the case**), or you can make up a dilemma. Please provide a brief summary of the dilemma that includes enough information for the class to understand the nature of the problem. Students in charge of posting the dilemma must do so by 12:00pm on their assigned date. Each student must reply to the posted dilemma within 24 hours of the posting with their ideas and suggestions for addressing the dilemma based on material learned in class. Feel free to reply to a reply. The point of the assignment is to engage in a discussion about the dilemma. The student posting the dilemma will receive 50 points. Students replying to the dilemma will receive 10 points.

***Debate Presentation and Paper (25 points for the presentation; 75 points for the paper):*** The presentations will be given during the face-to-face meeting at the end of the semester. You will create --or find in the published literature--an ethical dilemma (e.g., Should psychologists break confidentiality to notify current & previous sexual partners of individuals diagnosed with HIV, or should psychologists report spousal/partner abuse for clients over 18 years of age or should psychologists be allowed to engage in a sexual relationship with former client ever?) that the class will ponder and discuss. Each presenter will take the role of an "expert witness" who is presenting a particular side of an argument to the Ethics Board, which will be the class, during an in-depth investigation. Each debater will have roughly 20 minutes to present their stance, and must defend it using the APA Ethics Code, the law, and/or other scholarly published findings. At the end of the presentation, each presenter will field questions from the Ethics Boards, and we will collectively decide to support the presenter or the counter argument. Presenters must turn in a paper that presents the ethical dilemma, their argument for a certain stance or course of action, and well as any potential counter-arguments. The paper must be written according to latest edition of the APA guidelines and should be roughly 5-8 pages in length (excluding the references).

You may be able to access additional resources for your debate paper (e.g. books and articles) through the Distance Learning Library Services at [http://www.uky.edu/Libraries/lib.php?lib\\_id=16](http://www.uky.edu/Libraries/lib.php?lib_id=16). The name, email address, and phone number of the distance learning librarian is available through this site. You may also access libraries on campus, or services through the library website <http://www.uky.edu/webuk/subpages/libraries.html>.

***Final Exam (100 points):*** The final exam will cover ethical and legal standards related to the practice of psychology. The format will consist of a combination of multiple choice, T/F, and/or short answer questions. The exam is open-book and will be completed in Blackboard.

### **Evaluation Criteria**

Your grade will be based on the following scale:

<u>Letter</u>	<u>Points</u>
A	90-100% of the total points
B	80-89% of the total points
C	70-79% of the total points
E	69% or below of the total points

### **Late Work**

Late work will be assessed a penalty of 10% of the total point value of the assignment each day that the assignment is late.

### **Attendance**

You are expected to attend class when required and participate fully in class and via Blackboard. In addition, while the class will not meet every day during the 4 week session, students are still responsible for viewing, reading, and studying the day's lecture material via Blackboard, keeping pace with the class, and submitting materials on time. The face-to-face classes are heavily weighted in discussions and group activities; therefore, these sessions will only be stimulating and educational if students come prepared to class.

Excused absences, which include absences due to the illness of the student, illness of an immediate family member for whom the student must care, death of an immediate family member, religious observance (where the nature of the observance prevents the student from being present during class), representation of UK in an official capacity, and/or other compelling circumstances beyond the student's control, will be permitted. Students must notify the instructor of excused absences in advance, when possible. Students who have an excused absence are expected to complete make-up work, which must be arranged through the instructor. Such arrangements should be made in advance of the absence, where possible. Unexcused absences should be avoided because they will result in the lowering of a student's grade, as make-up work will not be permitted.

### **Accommodations**

If you are a student with a disability, you must obtain the appropriate certification and documentation through the Disability Resources Center. More information can be obtained at [http://www.uky.edu/Student Affairs/Disability](http://www.uky.edu/Student_Affairs/Disability). I am happy to provide you with the assistance that you need to help you be successful in this course.

### **Academic Honesty**

It is the philosophy of the University of Kentucky that academic dishonesty is a completely unacceptable mode of conduct that will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with the university regulations and procedures.

<b>Schedule</b>	
<b>Sample Dates</b>	<b>Topic</b>
<b>Material Due</b>	
B = Bersoff text; KAR = KY Administrative Regulations; KRS = KY Revised Statutes; KMHL = KY Mental Health Law	
5/11/10T	Syllabus Overview & Introductory lecture ( <u>Campus class meeting</u> )
	B. Ch 1; Intro to Kentucky Mental Health Law: KAR & KRS;
5/12/10W	How Ethics are Applied (Blackboard Instruction)
	B. Ch. 2; KRS pg. 5-13; Ethical codes: Intro & applicability, Preamble
5/13/10R	Learning Ethics (Blackboard Instruction)
	B. Ch. 3; Ethical Codes: General Principles A-E
5/17/10M	Ethical Decision Making (Blackboard Instruction) <i>Mini Paper 1 Available</i>
	Cottone & Claus (2000) article; KAR pg. 14-45; Ethical Standard 1
5/18/10T	Confidentiality, Privilege, and Privacy ( <u>Campus class meeting</u> )
	B. Ch. 4; KMHL pg 47-58, 62-63, 74-79; Ethical Standard 4
5/19/10W	Multiple Relationships (Blackboard Instruction)
	B. Ch. 5; Pope & Keith-Spiegel (2008) article; KAR pg. 19-23; Ethical Standard 3
	<b>Student dilemma posting due:</b> _____
5/20/10R	Psychological Assessment (Blackboard Instruction)
	B. Ch. 6; KAR pg. 14-15, 23; Ethical Standard 9
	<b>Mini Paper 1 Due</b>
5/24/10M	Forensic Settings (Blackboard Instruction) <i>Mini Paper 2 Available</i>
	B. Ch. 9; KAR, KRS, KMHL; Ethical Standards 2 & 3
5/25/10T	Ethical & legal issues related to therapy and other forms of intervention (part 1) ( <u>Campus class meeting</u> )
	B. Ch 7 (pg. 329-360); KAR pg. 14-32; Ethical Standards 2, 3, & 10
	<b>Student dilemma posting due</b> _____

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5/26/10W	Ethical & legal issues related to therapy and other forms of intervention (part 2) (Blackboard Instruction)	B. Ch. 7 (pg. 361-383), KAR pg. 14-32; Ethical Standards 2, 3, & 10 <b>Student dilemma posting due</b>
5/27/10R	Academia: Research, Teaching, and Supervision (Blackboard Instruction) <i>Mini Paper 3 Available</i>	B. Ch. 8; KAR 16-23; Ethical Standard 7 & 8 <b>Mini Paper 2 Due</b>
5/31/10	<b>Memorial Day</b>	<b>NO CLASS: HOLIDAY</b>
6/1/10T	<b>Debate Presentations</b> ( <u>Campus class meeting</u> )	<b>Class Presentations; Debate papers due</b>
6/2/10W	The Business of Psychology (Blackboard Instruction)	<b>Student dilemma posting due</b> B. Ch. 10; KAR, KRS, KMHL; Ethical Standard 5 & 6
6/3/10R	Individual study time & time to complete mini paper 3: NO CLASS	<b>Mini Paper 3 Due</b>
6/7/10M	Final Exam	Final exam is available in Blackboard by noon
6/8/10T	<b>Final Exam</b>	Must be completed by 12:00pm today

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**Note:** This syllabus may be modified at the discretion of the instructor to best suit the needs of the class.

## Bibliography

- American Psychological Association (2010). Ethical Principles of Psychologists and Code of Conduct. Retrieved from <http://www.apa.org/ethics/code/index.aspx>.
- Bennett, B., Bricklin, P., Harris, E., Knapp, S., VandeCreek, L., & Younggren, J. (2006). *Assessing and managing risk in psychological practice: An individualized approach*. Rockville, MD: The Trust. ISBN: 978-0-615-13416-1.
- Bersoff, D. (2008). *Ethical conflicts in psychology* (4<sup>th</sup> ed.). Washington DC: American Psychological Association. ISBN-13: 978-1-4338-0350-5.
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## Burnell, Joni M

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**From:** Burnell, Joni M  
**Sent:** Wednesday, April 20, 2011 2:21 PM  
**To:** Love, Keisha K  
**Subject:** RE: Proposed New Course EDP 688

We will modify it for you. Your e-mail here provides us with the documentation that we need to make the change on this.

Thank you,

*Joni Burnell*  
*Office of the Senate Council*  
[joni.burnell@uky.edu](mailto:joni.burnell@uky.edu)

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**From:** Love, Keisha K  
**Sent:** Wednesday, April 20, 2011 2:17 PM  
**To:** Burnell, Joni M  
**Subject:** RE: Proposed New Course EDP 688

Joni,

Thank you for notifying me of the problem with the application. I would like to make the seminar portion 1 hour; however, I notice that I am not able to modify the pdf document. Shall I submit a new form?

Keisha Love, Ph.D.

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**From:** Burnell, Joni M  
**Sent:** Wednesday, April 20, 2011 1:47 PM  
**To:** Love, Keisha K  
**Cc:** Brothers, Sheila C  
**Subject:** Proposed New Course EDP 688

Good Afternoon,

I'm writing regarding the new course proposal for EDP 688 (attached).

Q#e shows that there are .5 hours of seminar, and 2 hours of lecture, resulting in 3 credit hours. Meeting patterns need to be computed in whole numbers, so the seminar meeting pattern should be a minimum of 1 hour if you are including it.

*So, please modify the seminar meeting pattern to reflect whole numbers, and please let me know if I should change the number of credits, or change the number of laboratory hours.*

Thank you and have a great day.

*Joni Burnell*  
*Office of the Senate Council*  
[joni.burnell@uky.edu](mailto:joni.burnell@uky.edu)