

Argosy University  
COURSE SYLLABUS  
**PP7100 Professional Issues: Ethics, Conduct, and Law**  
**Summer 2009**

---

**Faculty Information**

**Faculty Name: Emily Harris, Ph.D.**

**Campus: San Francisco Bay Area**

**Contact Information: 510-217-4757 or emharris @argosy.edu**

**Office Hours: Tuesday and Thursday: 8:30-9:30, 12:30-1:30, 4:30-5:30 and by appointment**

**Course description:** This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

**Course Pre-requisites:** None

**Required Textbooks:**

Bersoff, D. (Ed.) (2008) *Ethical Conflicts in Psychology*, 4th edition. Washington, D.C.: American Psychological Association ISBN: 978-1-4338-0350-5 **Note:** *This is a reader with articles from a wide range of peer-reviewed journals.*

Yalom, I. (1997) *Lying on the Couch*. N.Y., N.Y.: Harper Perennial

2002 Ethical Principles of Psychologists and Code of Conduct (pp. 14ff in Bersoff)

Print out from California Board of Psychology website (<http://www.psychboard.ca.gov>):

- Summary of California Laws Relating to the Practice of Psychology
- Psychotherapy Never Includes Sex
- 2005 Laws and Regulations Relating to the Practice of Psychology

### **Recommended Readings:**

O'Donohue, W. & Ferguson, K. (Eds.) (2003) Handbook of Professional Ethics for Psychologists: Issues, Questions, and Controversies. Thousand Oaks, CA. Sage Publications. ISBN 0761911898

Fisher, C. (2003) Decoding the Ethics Code: A Practical Guide for Psychologists. Thousand Oaks, CA: Sage Publications. ISBN: 0761926194

**Course Length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

### **Course Relevant Program Outcome, Competencies and Objectives:**

**Goal 1:** The preparation of professionals who are capable of delivering effective and ethical diagnostic and assessment services to a diverse set of clients.

- **Objective e:** Students will acquire an understanding of the current body of knowledge regarding the ethical issues surrounding testing and assessment. Students are prepared to confront the complex and sensitive ethical issues that often arise in assessment situations, especially when assessed population is vulnerable because of diverse background, age, disability, or sexual orientation. The ethics of assessment is covered in the required course sequence in ethics as well as in the assessment sequence and at practica and internship sites
- **Competency e:** Students will demonstrate an understanding of the current body of knowledge regarding the ethical issues surrounding testing and assessment.

**Goal 2:** The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.

- **Objective c:** Students will acquire an understanding of the ethical principles of professional practice.
- **Competency c:** Students will acquire an understanding of the ethical principles of professional practice in psychology. Students will demonstrate that they know how to monitor their professional activities and guide their actions in accordance to the profession's ethical standards.

**Course Objectives:** *By the time students complete this course, they will be able to do the following through discussion of real-world vignettes, an in-depth analysis of an ethical dilemma in a psychological setting, and analysis of a series of real-world dilemmas presented in the final examination:*

- Identify, discuss and demonstrate their understanding of California laws regulating the practice of psychotherapy.
- Identify, discuss and demonstrate their understanding of the ethical codes of conduct related to psychotherapists.
- Apply what they have learned about professional, personal, ethical and legal codes and laws to real life situations.

**Course Assignments:**

- Assigned readings (to be read before each class).
- One four- to five-page paper presenting a vignette and discussion of issues in one of the following areas: assessment, forensics, managed care, private practice, hospitals, university counseling centers, military, and corporations. Each paper should:
  - a) identify the legal, ethical and clinical issues in your vignette
  - b) cite laws and ethical regulations that pertain to these issues
  - c) explain the action that you would take to resolve the issues
  - d) explain what you would say to the client and other key people involved.
- Class discussion of your vignette. You will be asked to present to the class only the vignette (without the answers to the above questions). You will lead the class discussion to identify issues, cite laws and regulations, explain actions to be taken and explain what should be said to the client and other people involved.
- Final exam: multiple choice and short answer to a series of real-world ethical dilemmas pertaining to the practice of psychology.

## Grading Criteria

### *Grading Scale*

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>D+</b>	69 – 68
<b>D</b>	67 – 63
<b>D-</b>	62 – 60
<b>F</b>	59 and below

### *Grading requirements*

<i>Attendance/participation</i>	<b>20%</b>
<i>Written paper with vignette</i>	<b>25%</b>
<i>Class facilitation of vignette</i>	<b>15%</b>
<i>Final exam</i>	<b>40%</b>
	<b>100%</b>

**Participation Rubrics (20 Points):**

<b>Performance Element</b>	<b>Exemplary (A, A-)</b>	<b>Proficient (B+, B, B-)</b>	<b>Emerging (C+, C)</b>	<b>Unacceptable (F)</b>
<b>Level of Engagement in Class</b>	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student only contributes to class at teacher's instigation.
<b>In text-based discussions, gives evidence and makes inferences</b>	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in the text to expand on, analyze, or critique an idea.	Locates evidence in support of an idea under discussion.	Cannot locate evidence in support of an idea under discussion.
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student incorporates or builds off of ideas of others.	Student listens when others talk, both in groups and in class.	Student seldom listens when others talk, both in groups and in class; sometimes interrupts or dominates.	Student rarely listens when other talk, both in groups and in class; frequently interrupts or dominates.
<b>Deepening the Learning</b>	Able to ask a question that connects the current discussion to bigger themes or ideas; connects the ideas of several participants.	Able to ask a question that relates the current discussion to previous discussions.	Able to ask a question that stimulates others to respond at a deeper level in the current discussion; asks questions to clarify what someone has said.	Unable to generate meaningful questions.
<b>Preparation</b>	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is seldom prepared for class with assignments and required class materials.	Student is rarely if ever prepared for class with assignments and required class materials.
<b>Points</b>	<i>16-20</i>	<i>15-12</i>	<i>11-8</i>	<i>7-0</i>

**Ethical Dilemma Paper Rubrics (25 points):**

<b>Performance Element</b>	<b>Exemplary (A, A-)</b>	<b>Proficient (B+, B, B-)</b>	<b>Emerging (C+, C)</b>	<b>Unacceptable (F)</b>
<b>Writing and thinking style</b>	Paper is extremely well-written, reflecting excellent clarity of thought and organization	Paper is well-written, reflecting minor confusion in thought and/or organization	Paper is marginally written, reflecting muddled thinking and some disorganization	Paper is poorly written, reflecting considerable confusion in thinking and/or organization
<b>Clinical appropriateness</b>	Interventions are highly appropriate; respectful of clients; accurately and well-constructed	Interventions are appropriate; indicates minor criticalness/blame towards client; contains minor errors in construction	Interventions are somewhat inappropriate; indicates considerable criticalness/blame towards clients; contains 1 major error in construction	Interventions are inappropriate; indicates alarming and potentially damaging effects on clients; contains 2+ major errors in construction
<b>Creativity</b>	Interventions are extremely creative, especially in addressing clients' idiosyncratic and diversity issues	Interventions are creative and adequately address uniqueness of clients	Interventions are simplistic and only marginally address diversity issues	Interventions are unimaginative and pedestrian and fail to adequately address diversity issues
<b>Conceptual skills</b>	Interventions are particularly well-conceptualized within the given theoretical framework, reflecting an accurate and substantial grasp of material	Interventions are well-conceptualized, reflecting a good but not completely accurate or in-depth grasp of material	Interventions are marginally well-conceptualized, reflecting gaps in accuracy or substance of theoretical material	Interventions are poorly conceptualized, reflecting significant gaps in accuracy or grasp of theoretical material
<b>Points</b>	<i>20-25</i>	<i>13-19</i>	<i>6-12</i>	<i>0-5</i>

**Class discussion facilitation of Vignette Rubrics (15 pts):**

<b>Performance Element</b>	<b>Exemplary (A, A-)</b>	<b>Proficient (B+, B, B-)</b>	<b>Emerging (C+, C)</b>	<b>Unacceptable (F)</b>
<b>Content</b>	Discussion incorporates the four elements from the outline succinctly, yet thoroughly; extremely well prepared, with major ideas discussed in depth.	Discussion incorporates all elements from the outline; mostly prepared but some questions are not well thought out beforehand; major ideas are discussed but some are not explored in-depth.	Discussion omits some elements from the outline or they are marginally addressed; questions indicate lack of preparation and/or organization; only a few of the major ideas are discussed; major ideas are not discussed in-depth.	Discussion omits significant elements from the outline and/or they are poorly and inadequately addressed; little or no preparation is obvious; two or fewer ideas are discussed; major ideas are not covered.
<b>Facilitation</b>	Many class members involved in discussion; questions for class are structured to encourage analysis and exploration of ideas.	A few class members involved in discussion; questions for class encourage analysis but not all questions encourage exploration of ideas.	The same class members are involved for all questions; questions are not structured for exploration but for explanation; major ideas are not explored in depth.	Hardly any class members are involved in discussion; ideas are presented as explanations instead of questions for exploration.
<b>Points</b>	<i>15-12</i>	<i>13-11</i>	<i>10-7</i>	<i>6-0</i>

**Final Examination**

The final exam is worth 40 points.

A	40-35
B	34-30
C	29-25
D	24-20
F	<19

### **Course Policies:**

**Attendance:** Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

**Tardiness:** It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks, will result in subtracting points from student's overall performance. Additionally, please avoid being late by planning for possible traffic delays.

**Assignments:** Any assignments turned in late will automatically be lowered one full grade. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

**Class participation:** Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

**Professional ethics:** Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

**APA Manual:** Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format. **Papers:** The following outlines the specifications for papers. One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity

## Assignment Table

Week	Class Topics and Activities	Readings from Bersoff reader
1a	<p><b>Topic:</b> Course overview Personal and professional values Decision making model</p>	<ul style="list-style-type: none"> <li>• Pipes, Holstein &amp; Aquirre, Examining the personal-professional distinction: ethics codes and the difficulty of drawing a boundary, 31-37</li> <li>• Bersoff, D. Introduction, 67-68</li> <li>• Callan &amp; Callan, An historical overview of basic approaches and issues in ethical and moral philosophy and principles: a foundation for understanding ethics in psychology, p 132-134</li> <li>• Hansen &amp; Goldberg, Navigating the nuances: a matrix of considerations for ethical-legal dilemmas, p 152-158</li> </ul>
1b	<p><b>Topic:</b> Values exercise Privacy, confidentiality, privilege Sign up for vignettes</p>	<ul style="list-style-type: none"> <li>• Smith-Bell &amp; Winslade, Privacy, confidentiality, and privilege in psychotherapeutic relationships, p 161-165</li> <li>• Everstine, Everstine, Heymann, True, Frey, Johnson &amp; Seiden, Privacy and confidentiality in psychotherapy, p 166-168</li> </ul>
2a	<p><b>Topic:</b> Tarasoff and danger to others Suicidal patients Confidentiality and HIV/AIDS</p>	<ul style="list-style-type: none"> <li>• Tarasoff II, Tarasoff v. Regents of the University of California, p 171-174</li> <li>• Bersoff, Therapists as protectors and policemen: new roles as a result of Tarasoff?, p 169-170</li> <li>• Bersoff. Some contrarian concerns about law, psychology, and public policy, p 175-179</li> <li>• Monohan, Limiting therapist exposure to Tarasoff liability: guidelines for risk containment, p 180-186</li> <li>• Truscott, Evans &amp; Mansell, Outpatient psychotherapy with dangerous clients: a model for clinical decision making, p 187-191 (MORE on next page)</li> </ul>

<p><b>2a</b></p>	<p><b>Topic:</b>  Tarasoff  Confidentiality and  HIV/AIDS</p>	<ul style="list-style-type: none"> <li>• Grisso &amp; Appelbaum, Is it unethical to offer predictions of future violence? P 515-517</li> <li>• Tolman &amp; Rotzien, Conducting risk evaluations for future violence: ethical practice is possible, p 518-522</li> <li>• Bersoff, Some contrarian concerns about law, psychology and public policy, p 523-525</li> <li>• Chenneville, HIV, confidentiality and duty to protect: a decision-making model, p 203-206</li> <li>• Huprich, Fuller &amp; Schneider, Divergent ethical perspectives on the duty-to-warn principle with HIV patients, p 207-213</li> </ul>
<p><b>2b</b></p>	<p><b>Topic:</b>  Personal and professional  boundaries  Multiple relationships</p> <p><b>Activity:</b>  Roleplay: boundaries,  relationships</p>	<ul style="list-style-type: none"> <li>• Lamb, Catanzaro &amp; Moorman, A preliminary look at how psychologists identify, evaluate, and proceed when faced with possible multiple relationship dilemmas, p 217-221</li> <li>• Gutheil &amp; Gabbard, The concept of boundaries in clinical practice: theoretical and risk-management dimensions, p 222-230</li> <li>• Anderson &amp; Kitchener, Nonromantic, nonsexual posttherapy relationships between psychologists and former clients: an exploratory study of critical incidents, p 235-241</li> <li>• Lazarus, How certain boundaries and ethics diminish therapeutic effectiveness, p 242-244</li> <li>• Brown, Concrete boundaries and the problem of literal-mindedness: a response to Lazarus, p 245-247</li> <li>• Helbok, Marinelli &amp; Walls, National survey of ethical practices across rural and urban communities, p 354-360</li> </ul>

<p><b>3a</b></p>	<p><b>Topic:</b> Sexual intimacy with clients and students</p> <p><b>Activity:</b> View video: Sopranos season 1, episode 6 Small group discussion of sexual intimacy vignettes</p>	<ul style="list-style-type: none"> <li>• Oberlander &amp; Barnett, Intimate relationships between teaching assistants and students: ethical and practical considerations, p. 248-249</li> <li>• Housman &amp; Stake, The current state of sexual ethics training in clinical psychology: issues of quantity, quality and effectiveness, p. 250-252</li> <li>• Younggren &amp; Gottlieb, Managing risk when contemplating multiple relationships, p 253-261</li> <li>• Strasburger, Jorgenson &amp; Randles, Criminalization of psychotherapist-patient sex, p 262-265</li> <li>• Layman &amp; McNamara, Remediation for ethics violations: focus on psychotherapists' sexual contact with clients, p 166-270</li> </ul>
<p><b>3b</b></p>	<p>Catch up</p>	
<p><b>4a</b></p>	<p><b>Topic:</b> Treatment of minors Psychologist's management practices: informed consent, releases; etc.</p>	<ul style="list-style-type: none"> <li>• Mannheim, Sancilio, Phipps-Yona, Brunnquell, Somers, Farseth, &amp; Ninoneuvo, Ethical ambiguities in the practice of child clinical psychology, p 91-97</li> <li>• Gustafason &amp; McNama, Confidentiality with minor clients: issues and guidelines for therapists, p 192-196</li> <li>• Sullivan, Ramirez, Rae, Razo &amp; George, Factors contributing to breaking confidentiality with adolescent clients: a survey of pediatric psychologists, p 197-102</li> <li>• Bersoff, The ethical practice of school psychology: a rebuttal and suggested model, p 299-302</li> <li>• American Psychological Association, Guidelines for child custody evaluations in divorce proceedings, p 485-491</li> <li>• Wise, Informed consent: complexities and meanings, p 336</li> <li>• Johnson-Greene, Evolving standards for informed consent: is it time for an individualized and flexible approach? P 337-338</li> <li>• Pomerantz, Increasingly informed consent: discussing distinct aspects of psychotherapy at different points in time, p 339-341</li> <li>• Fisher &amp; Fried, Internet-mediated psychological services and the American</li> </ul>

		<p>Psychological Association Ethics Code, p 376-383</p> <ul style="list-style-type: none"> <li>• Margolin, Ethical and legal considerations in marital and family therapy, p 346-353</li> <li>• Committee on Professional Practice and Standards Board of Professional Affairs, American Psychological Association, Record keeping guidelines</li> </ul>
<b>4b</b>	<p><b>Topic:</b> HIPPA Client accessibility to therapist Managed care</p>	<ul style="list-style-type: none"> <li>• Bersoff, HIPAA: federal regulations of healthcare records, p 543-545</li> <li>• Koocher, APA and the FTC: new adventures in consumer protection, p 546-551</li> <li>• Sanchez &amp; Turner, Practicing psychology in the era of managed care: implications for practice and training, p 552-558</li> <li>• Appelbaum, Legal liability and managed care, p 559-562</li> <li>• Haas &amp; Cummings, Managed outpatient mental health plans: clinical, ethical, and practical guidelines for participation, p 563-566</li> <li>• Acuff, Bennett, Bricklin, Canter, Knapp, Moldawsky &amp; Phelps, Considerations for ethical practice in managed care, p 567-579</li> </ul>
<b>5a</b>	<p><b>Topic:</b> Multicultural and diversity issues Elder and dependent abuse</p> <p><b>Activity:</b> Presentation of vignettes</p>	<ul style="list-style-type: none"> <li>• American Psychological Association, Guidelines for psychological practice with older adults, p 368-369</li> <li>• APA, Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations, p 365-367</li> <li>• Division 44/Committee on lesbian, gay, and bisexual concerns joint task force on guidelines for psychotherapy with lesbian, gay and bisexual clients, Guidelines for psychotherapy with lesbian, gay and bisexual clients, p 363-364</li> </ul>

<p><b>5b</b></p>	<p><b>Topic:</b>          Psychological assessment          Resolving ethical issues          Malpractice issues and risk management          Inside ethics committees; dispositions made by ethics committees</p> <p><b>Activity:</b>          Presentation of vignettes</p>	<ul style="list-style-type: none"> <li>• Messick, Test validity and the ethics of assessment, p 273-275</li> <li>• Bersoff &amp; Hofer, The legal regulation of school psychology, p 276-278</li> <li>• Committee on psychological tests and assessment, APA., Statement on the disclosure of test data</li> <li>• APA, Bylaws of the American Psychological Association, p 38-39</li> <li>• Ethics Committee of the APA, Rules and procedures (October 1, 2001), p 40-65</li> <li>• Bernard &amp; Jara, The failure of clinical psychology graduate students to apply understood ethical principles</li> <li>• Pope, Tabachnick &amp; Keith-Spiegel, Ethics of practice: the beliefs and behaviors of psychologists as therapists, p 74-90</li> <li>• Haas, Malouf &amp; Mayerson, Ethical dilemmas in psychological practice: results of a national survey, p 101-108</li> <li>• Knapp, Gottlieb, Berman, &amp; Handelsman, When laws and ethics collide: what should psychologists do? P 109-115</li> </ul>
<p><b>6a</b></p>	<p><b>Topic:</b>          Research          Competence          Supervision and consultation</p> <p><b>Activity:</b>          Presentation of vignettes</p>	<ul style="list-style-type: none"> <li>• Goodyear, Creago &amp; Johnston, Ethical issues in the supervision of student research: a study of critical incidents, p 439-445</li> <li>• Black and white and shades of gray: a portrait of the ethical professor, p. 446-452</li> <li>• Bersoff &amp; Bersoff, Ethical perspectives in clinical research, p 387-389</li> <li>• Rosenthal, Science and ethics in conducting, analyzing and reporting psychological research, p 390-397</li> <li>• US Dept. of Health and Human Services, Policy for protection of human research subjects, p 398-405</li> <li>• Stanley, Sieber &amp; Melton, Empirical studies of ethical issues in research: a research agenda, p 406-411</li> <li>• Mann, Informed consent for psychological research: do subjects comprehend consent forms and understand their legal rights? p 412-414</li> </ul>

<p><b>6b</b></p>	<p><b>Topic:</b> Ethical dilemmas in special settings: corporations, forensics</p> <p><b>Activity:</b> Presentation of vignettes</p>	<ul style="list-style-type: none"> <li>• London &amp; Bray, Ethical issues in testing and evaluation for personnel decisions, p 283-286</li> <li>• Committee on legal issues, APA, Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data, p 289-292</li> <li>• Faust, Use and then prove, or prove and then use? Some thoughts on the ethics of mental health professionals' courtroom involvement, p 455</li> <li>• Heilbrun, When is an "Expert" an expert? P. 457-458</li> <li>• Shuman &amp; Greenberg, The expert witness, the adversary system and the voice of reason: reconciling impartiality and advocacy, p 465-472</li> <li>• Greenberg &amp; Shuman, Irreconcilable conflict between therapeutic and forensic roles, p 491-498</li> <li>• Heltzel, Compatibility of therapeutic and forensic roles, p 499-504</li> <li>• Greenberg &amp; Shuman, When worlds collide: therapeutic and forensic roles, p 505-506</li> </ul>
<p><b>7a</b></p>	<p><b>Topic:</b> Ethical and legal issues and dilemmas in <i>Lying on the Couch</i></p> <p><b>Activity:</b> Presentation of vignettes</p>	<ul style="list-style-type: none"> <li>• Yalom, Lying on the Couch</li> </ul>
<p><b>7b</b></p>	<p><b>Topic:</b> Review, Q&amp;A, debate</p> <p><b>Activity:</b> Presentation of vignettes</p>	
<p><b>8</b></p>	<p><b>Topic:</b> Final exam</p>	

### **On-Line Resources:**

#### **On-Line Resources**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

**Library Resources:** Argosy University's core online collection features **34,872** full-text journals and **over 38,500** electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog at <http://library.argosy.edu>. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

**Information Literacy:** Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>. An overview of the tutorial is available at <http://www.ausfba.com/pdf/InfoLitTutorial.pdf>.

### **Academic Policies**

**Academic Dishonesty/Plagiarism:** In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format.

Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

**Scholarly writing:** The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.