

Professional Issues in Psychology addresses ethical issues, the research process, and professional development. The entire faculty of the Department share responsibility for the course, periodically rotating the position of coordinator. Each week, a faculty expert will lead a discussion on one of the topics below.

Grades in this 1 credit course are S/U (i.e., satisfactory/unsatisfactory), and derive from five equally weighted criteria: examination on ethics issues, class participation, conference submission, syllabus and teaching philosophy, and curriculum vitae. Important caveat: Missing more than 2 class meetings will result in an unsatisfactory grade in the entire course. Handouts will be posted as .pdf files on *Blackboard* (<http://blackboard.tulane.edu>). The faculty member coordinating the course will assign the S or U grade.

Date	Topic	Discussion Leader
8/31	Course Overview	<i>Ruscher</i>
I. Ethics Review and Licensure		
9/7	Ethical Principles of Psychologists and the Code of Conduct	<i>Ruscher</i>
	American Psychological Association (2002). Ethical principles of psychologists and code of conduct. <i>American Psychologist</i> , 57, 1064-1073 (also on-line at: http://www.apa.org/ethics/code2002.html)	
9/14	Animal Care and IACUC	<i>Dohanich</i>
	Tulane University Uptown Campus Animal Care and Use Committee. (2001). Protocol form for the use of live vertebrate animals in research, teaching, or demonstration.	
9/21	IRBs and human research	<i>Wilson</i>
	Tulane Uptown Institutional Review Board (2004)- Committee for the protection of human subjects in research request for approval Tulane Uptown Institutional Review Board (2002). Policies and procedures	
9/28	Professional practice and licensing*	<i>Overstreet</i>
	Louisiana State Board of Examiners of Psychologists (2004). Directory and Statutory Reference. <i>{Information referenced, not read by students}</i>	
	Bootzin, R. R. (2004). Clinical psychologists in academia. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) <i>The compleat academic (2nd edition)</i> . (pp. 329-343). Washington, DC: American Psychological Association	

10/5 **Exam on Ethics Issues (material from the 4 September meetings)***

II. Research and Sponsored Programs

10/12 The graduate researcher and *curriculum vitae* **Landis**

Lord, C. G. (2004). A guide to PhD graduate school: How they keep score in the big leagues. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) *The compleat academic (2nd edition)*. (pp. 3-15). Washington, DC: American Psychological Association

Penner, L. A., Dovidio, J. F., & Schroeder, D. A. (2004). Managing the department chair and navigating the department power structure. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) *The compleat academic (2nd edition)*. (pp. 259-276). Washington, DC: American Psychological Association [skim this chapter]

Taylor, S. E., & Martin, J. (2004). The academic marathon: Controlling one's career. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) *The compleat academic (2nd edition)*. (pp. 363-392). Washington, DC: American Psychological Association [skim this chapter]

10/19 Publications, the editorial process, conventions **Cunningham**

Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) *The compleat academic (2nd edition)*. (pp. 185-219). Washington, DC: American Psychological Association

10/26 Grants and sponsored research **Lockman**

Steinberg, J. (2004). Obtaining a research grant: The granting agency's view. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) *The compleat academic (2nd edition)*. (pp. 153-168). Washington, DC: American Psychological Association

Sternberg, R. J. (2004). Obtaining a research grant: The applicant's view. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) *The compleat academic (2nd edition)*. (pp. 169-184). Washington, DC: American Psychological Association

Teaching

11/2 Computer literacy (mainframe, SPSS, Microsoft) **Corey**

Carlsmith, K. M. (2004). Wiring the ivory tower: The interface of technology and the academy. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) *The compleat academic (2nd edition)*. (pp. 3-15). Washington, DC: American Psychological Association [skim this chapter]

11/9	Syllabi, Course Coverage, and Student Issues	<i>Edwards</i>
	Bernstein, D. A., & Lucas, S. G. (2004). Tips for effective teaching. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.) <i>The compleat academic (2nd edition)</i> . (pp. 79-115). Washington, DC: American Psychological Association	
11/16	Teaching Philosophy	<i>Christenson</i>

Due Dates

10/5	Exam on Ethics (APA Code, IRB, IACUC) and Licensure*
10/26	<i>Curriculum Vitae</i>
11/9	Conference Submission
11/30	Teaching Philosophy and Syllabus

General Policies

Blackboard, a secure website, will be used to post grade information, as well as announcements and course materials (<http://blackboard.tulane.edu>). Unless you request explicitly **in writing** not to post your information, it will be posted. Blackboard access is automatic if you are in the system already and/or have an @Tulane email address. If you are not in the system or have difficulty logging on, please contact the ILC Help Desk at 862-8888.

Academic honesty is expected, and breaches of the honor code will not be tolerated. Our blackboard site is linked to the honor code of Tulane University's Liberal Arts and Sciences and to my own examples of plagiarism and inappropriate citation.

Cellphones and beepers should be turned off during class. If you anticipate an emergency, please set it to vibrate or some other silent signal.

Electronic Mail is the primary way in which I will contact class members, and by which appointments should be made. Be advised that your @tulane.edu address is the one loaded into blackboard, and will be the address that I use when e-mailing the entire class (i.e., please check this address regularly, or have it forward automatically to your preferred address).

Special Needs. Please bring any authorized accommodations from the ERC (<http://erc.tulane.edu/>) to my attention during the first week of the semester. Consistent with ERC policy, there are no retroactive accommodations. Unless approved by the ERC and cleared with the instructor, audio- or video-recording of lecture is prohibited.

*Discussions with the Neuroscience Program indicate that psychology licensure is not ideally relevant for students in the Neuroscience Ph.D. program. Consequently, in coordination with the Neuroscience Ph.D. Program, an alternate ethics lecture is planned for students in the Neuroscience Ph.D. program. For these students, exam items from that lecture will be prepared by the relevant Neuroscience faculty, and will substitute for the licensure questions answered by Psychology PhD students. Information will be forthcoming.