



HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](#)

3140 Wai'ale Avenue - Honolulu, HI 96816

[www.chaminade.edu](#)

Course Number: PP7100

Course Title: Professional Issues: Ethics, Conduct, & Law

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Spring 2026

Course Credits: 03

Class Meeting Days: Wednesday

Class Meeting Hours: 9:00am – 12:00pm

Class Location: Behavioral Sciences Bldg, rm 101

Instructor Name: Marita Padilla, PsyD, ABPP

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Office Location: Brogan 115

Office Hours: Tuesdays 4:00-5:00 p.m., Wednesdays 4:00-5:00 p.m., and Thursdays 3:30-5:00 p.m., additional days and times may be available by appointment

University Course Catalog Description and Overview

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.

This course is further designed to give you activities to utilize the professional APA Ethical Principles and Codes as a guiding tool. It is hoped that this course will enhance the student's sensitivity to and appreciation of ethics as they are applied to the work of a clinical psychology student and clinical psychologist. This course will also explore ethical conduct in the context of working with diverse populations.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will critically review ethical and professional standards and apply the current APA Code of Ethics and general ethical principles as evidenced by identifying relevant standards and principles to the video role play and report sections of the capstone project, writing lab essays, quizzes, and the final exam. (*Competency 1*)
2. Students will demonstrate the skills to integrate ethical and professional standards into all areas of professional competence and practice as well as adherence to standards of ethical conduct. In addition, students will demonstrate the skills to articulate and apply a model of ethical decision-making to resolve ethical issues and dilemmas as evidenced through the video role play and report sections of the capstone project. (*Competency 1, 2, & 3*)
3. Students will critically review the laws, statutes, and regulatory issues pertaining to the practice of psychology, and their relationship to the *Ethical Principles of Psychologists and Code of Conduct* as evidenced by performance on quizzes and a passing score of 80% or better on the final exam. (*Competency 1*)
4. Students will become familiar with the role and scope of national and local professional organizations, ethics committees, and legal entities in resolving complaints and violations as well as the complex relationship between legal and ethical requirements as demonstrated through writing lab essays, quizzes, and passing score of 80% or better on course exam. (*Competency 1, 3, & 11*)
5. Students will apply an ethical decision-making model when addressing ethical dilemmas in the different settings that psychologists work with personal integrity and cultural sensitivity as demonstrated through video role play and report sections of the capstone project, in addition to obtaining a passing score of 80% or better on the final exam. (*Competency 1, 3, & 11*)
6. Students will demonstrate the ability to recognize and reconcile conflicts between relevant ethics codes and laws and to resolve these ethical and legal issues appropriately as evidenced by reflective writing lab essays, discussion portion of the capstone project, and passing score of 80% or better on the final exam. (*Competency 1 & 2*)

Required Learning Materials

Required Textbook

American Psychological Association (2020). *Publication manual of the American Psychological Association*

(7th ed.). Washington DC: APA. <https://doi.org/10.1037/0000165-000>

Fisher, C. B. (2023). *Decoding the ethics code* (5th ed.). Thunder Oaks, CA: Sage.

Hass, M.R., & Carriere, J.A. (2014). *Writing useful, accessible, and legally defensible psychoeducational reports*. Hoboken, NJ: Wiley.

Required Readings

Allen, T., Grier-Reed, T., & Maples, A. (2020). On the frontier: Exploring rural psychologist practice in integrated behavioral health care. *Journal of Rural Mental Health*, 44(2), 106-117. doi: <http://dx.doi.org/10.1037/rmh0000132106>

American Psychological Association (2011). *Revised competency benchmarks for professional psychology*. Retrieved from: <https://www.apa.org/ed/graduate/competency>

American Psychological Association(2013a). *Guidelines for the practice of telepsychology*. Retrieved from <http://www.apa.org/practice/guidelines/telepsychology.pdf>

American Psychological Association (2013b). *Specialty guidelines for forensic psychology*. Retrieved from <https://www.apa.org/practice/guidelines/forensic-psychology>

American Psychological Association (2017). *Ethical principles of psychologists and code of conduct*. Retrieved from <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

Hawaii Revised Statutes, § 346-222 (2019) *Mandated reporting of adult abuse or neglect*.

Hawaii Revised Statutes, § 350 (2019). *Mandated reporting of child abuse or neglect*.

Hawaii Revised Statutes, § 465 (2019). *Psychologists*.

Hawaii Revised Statutes, § 622-51 thru 59 (2019). *Medical records*.

Hawaii Revised Statutes, § 626-504.1 (2019). *Psychologist-client privilege*.

Knapp, S., Handelman, M., Gottlieb, M., VandeCreek, L. (2013a). The dark side of professional ethics. *Professional Psychology: Research and Practice* 44(6), 371-377. doi: 10.1037/a0035110

Knapp, S., Younggren, J.N., VandeCreek, L., Harris, E., & Martin, J.N. (2013b). *Assessing and managing risk in psychological practice: an individualized approach* (2nd edition). Rockville, MD: Trust.

Rokach, A. & Boulazreg, S. (2020). The COVID-19 era: How therapists can diminish burnout symptoms through self-care. *Current Psychology*. Retrieved from: <https://doi.org/10.1007/s12144-020-01149-6>

Stoll, J., Muller, J. A., & Trachsel, M. (2020). Ethical issues in online psychotherapy: A narrative review. *Front. Psychiatry*, 10(993), 1-16. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7026245/pdf/fpsyty-10-00993.pdf>

Course Requirements

Course Requirements in Relation to Credit Hours. This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are estimated to be 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Attendance and Participation. Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Class Attendance and Quizzes: 50 points. Class time will be spent in lectures, presentations, role plays, and participation. Preparation for all in class activities is required. Attendance and participation will be measured by weekly quizzes (approximately 12 total). Each quiz will have five-10 questions, totaling 5 points. The quiz will take place during the first 15 minutes of class, allowing for a short grace period. If you come after the 15-minute grace period, you will get a zero for that quiz, but will not be marked absent. At the end of the term the two lowest quiz scores will be thrown out.

Writing Labs: 50 points total. 2 writing labs will occur over the course of the term (25 points each lab). Students will be given an in-class writing prompt based on ANY material from the lectures or independent reading assignments for that class. Essays are to be 2-3 pages of content MAXIMUM, written in APA format. NO abstract, or external sources aside from the designated readings (unless otherwise specified) will be required. Completed essays will be uploaded into Canvas. Submission timestamped after the due date/time will not be graded and receive a 0 for that lab.

Docuseries Capstone Project: 200 points total. Each student will feature as the main character in a video illustrating a dramatized version of an ethical dilemma. This assignment will consist of 3 distinct parts.

Part 1- Video: 50 points. Each student will select an ethical dilemma from the list on the share drive and record an 8-12 minute episode on said dilemma. Video submissions are due by 11:59PM on Friday, March 20, 2022 via Google Drive. **Part 2- Written Report: 100 points.** Each student will write a paper (using APA 7th Edition formatting guidelines) on their episode's topic. The paper include a title page, abstract, contain 3-5 pages of content, and a reference page. Papers must include at least 5 peer reviewed articles, in addition to referencing the Code of Ethics directly. Papers must be written in Times New Roman, 12-pt font. Report submissions are due via Canvas by 11:59PM on Friday, April 3, 2026. **Part 3- Discussion:** On the date each episode "airs," the main character of the episode will participate in a cross examination on the ethical dilemma featured in the video. Episodes will be viewed Weeks 13- 15.

Docuseries Mock Court: (75 points total). Each student will be assigned in groups of 3. Each individual will conduct a cross examination as part of the Defense of the psychologist AND as the Prosecutor of the psychologist from a group member's video. Each cross examination will be approximately 10 minutes, allowing for the psychologist to demonstrate their knowledge and application of professional ethics through each parties' lines of questioning. **Defense: 25 points.** Each student will serve as the Defense counsel for the psychologist in one of their group member's videos. Their task is to question the psychologist regarding their actions from the video in a way that highlights the complexities and nuances of professional ethics that lend themselves to defense of the psychologist's actions. The defense cross examination should demonstrate a combination of rote knowledge of professional ethics, as well as a richer understanding of how to apply the ethical standards and principles in more nuanced/complex situations. **Prosecution: 25 points.** Additionally, each student will also serve as the Prosecution for another group members' video. Their task is to ask questions to the psychologist in a way that highlights the Prosecutor's knowledge of professional ethics, the application of the standards and principles, and the importance of adhering to the established standards and principles. **Juror: 25 points.** Each student who is not actively participating in the cross examination will serve as a jury member. Your task is to listen to the facts presented and render a decision as to whether or not the psychologist being questioned for their actions met the standards for malpractice, negligence, or even simply violated their ethical obligation in a way that would likely cause substantial harm to an individual or the profession. Jurors will be asked to state why they voted the way they did, citing specific examples from the cross examinations.

Final Written Exams: 100 points total. The format of the exam will include any of the following T/F, Multiple Choice-Best Answer, Short Answer/Essay, and Case Conceptualization. This will be an in-class written exam, using critical thinking, on the theoretical and content information of the

lectures/discussions and reading materials. A minimum score or 80% correct must be achieved on the final exam to pass the course. If a student receives a score of less than 80% correct on the exam, they will receive an incomplete grade and will need to remediate and pass the test within the determined/expected time period. ****YOU CANNOT PASS THIS COURSE WITHOUT OBTAINING AN 80% OR BETTER FOR THE FINAL EXAM****

Late Work Policy: All assignments are due as indicated by the assessment description above and course schedule that follows. Late assignments will NOT be accepted unless rare circumstances arise and the student communicates with the professor well in advance of the deadline.

Grading

Assignment	Points
Attendance & Quizzes	50
Writing Labs	50
Docuseries Capstone Project	200
Docuserie Mock Court	75
Final Exam	100
TOTAL	475

Grading Scale

Grade point equivalents (and grading percentage values) are presented below. Final scores $> .5$ will be rounded up.

A = 4.00 (93-100) A- = 3.67 (90-92)

B+ = 3.33 (87-89) B = 3.00 (83-86) B- = 2.67 (80-82)

C = 2.00 (70-79); Failed - No credit given F = 0.00 (\leq 69); Failed - No credit given

Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in a minimum total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment

of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and

an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week & Dates	Topics	Readings & Assignments Due
Week 1 1/14/26	<p>Lecture:</p> <p>Course overview-Syllabus</p> <p>Ethics Pre-test</p> <p>Introduction to Professionals Issues, Ethics, Law, and Code of Conduct</p> <p>Ethical Principles of Psychologists:</p> <p>Introduction, Preamble, General Principles and Code of Conduct</p>	<p>Lecture Readings:</p> <p>Syllabus</p> <p>Fisher (2023) Ch. 1-4</p> <p>APA (2017)-The Code</p> <p>Independent Readings:</p> <p>N/A</p>
Week 2 1/21/26	<p>Quiz #1</p> <p>Lecture:</p> <p>Standards for Resolving Ethical Issues</p> <p>Writing Lab 1:</p> <p>Summarize and describe salient points from the Dark Side of Professional Ethics Article (Knapp et al., 2013a)</p>	<p>Lecture Readings:</p> <p>Fisher (2023) Ch. 5</p> <p>APA (2017) Standard 1</p> <p>Independent Readings:</p> <p>Knapp et al. (2013a)</p> <hr/> <p>Assignments Due:</p> <p>Writing Lab 1 due on Friday, 1/23/26 by 11:59PM via Canvas Submission</p>
Week 3 1/28/26	<p>Quiz #2</p> <p>Lecture:</p> <p>Standards on Competence</p>	<p>Lecture Readings:</p> <p>Fisher (2023) Ch. 6</p> <p>APA (2017) Standard 2</p> <p>Independent Readings:</p> <p>Allen et al. (2020)</p> <hr/> <p>Assignments Due:</p> <p>N/A</p>
Week 4 2/4/26	<p>Quiz #3</p> <p>Lecture:</p> <p>Standards on Human Relations</p>	<p>Lecture Readings:</p> <p>Fisher (2023) Ch. 7</p> <p>APA (2017) Standard 3</p>

		<p>Independent Readings: Rokach & Boulazreg (2020)</p> <hr/> <p>Assignments Due: N/A</p>
Week 5 2/11/26	<p>Quiz #4</p> <p>Lecture: Standards on Privacy & Confidentiality</p>	<p>Lecture Readings: Fisher (2023) Ch. 8 APA (2017) Standard 4</p> <hr/> <p>Independent Readings: N/A</p> <hr/> <p>Assignments Due: N/A</p>
Week 6 2/18/26	<p>Quiz #5</p> <p>Lecture: Standards on Advertising and Other Public Statements Standards on Record Keeping & Fees</p>	<p>Lecture Readings: Fisher (2023) Ch. 9-10 APA (2017) Standards 5-6</p> <hr/> <p>Independent Readings: N/A</p> <hr/> <p>Assignments Due: N/A</p>
Week 7 2/25/26	<p>Quiz #6</p> <p>Standards on Education & Training Standards on Research & Publication Intro to telepsychology guidelines</p>	<p>Lecture Readings: Fisher (2023) Ch. 11-12 APA (2017) Standards 7-8 APA (2013a)</p> <hr/> <p>Independent Readings: Stoll et al. (2020)</p> <hr/> <p>Assignments Due: N/A</p>

Week 8 3/4/26	Quiz #7 Standards on Assessment Standards on Therapy	Lecture Readings: Fisher (2023) Ch. 13-14 APA (2017) Standards 9-10 <hr/> Assignments Due: N/A
Week 9 3/11/26	Quiz #8 Hawaii Revised Statutes and other legal matters Writing Lab 2: <i>Discuss where HRS or Federal Law and the Ethics code either converge or diverge on one key issue that is codified into law/made into policy.</i>	Lecture Readings: HRS 334 (2019) HRS 346 (2019) HRS 350 (2019) HRS 465 (2019) HRS 622 (2019) HRS 626 (2019) Independent Readings: N/A
Week 10 3/18/26	Quiz #9 Special Populations: Forensic Risk Assessment Lecture Risk Management	Lecture Readings: APA (2013b) Knapp et al. (2013b) <hr/> Assignments Due: <i>Docuseries Part 1 Video Submission Due on Friday, March 20, 2026 by 11:59PM via Google Drive</i>
Week 11 3/25/26	Quiz #10 APA Ethics Revision Task Force Updates Writing Legally Defensible Reports	Lecture Readings: Hass & Carriere (2014) Ch. 2-4 https://www.apa.org/ethics/task-force/index
Week 12 4/1/26	Quiz #11 Competency Benchmarks for Professional Psychology Obtaining licensure	Lecture Readings: APA (2011) DCCA Licensing Application Assignments Due: <i>Docuseries Part 2 Report Due on Friday, April 3, 2026 by 11:59PM via Canvas</i>
Week 13 4/8/26	Quiz #12 Start Ethics Episodes and Mock Court	Assignments Due: <i>Docuseries Part 3 & Mock Court(5)</i>

Week 14 4/15/26	Continue Ethics Episodes and Mock Court	Assignments Due: Docuseries Part 3 & Mock Court(5)
Week 15 4/22/26	Complete Ethics Episodes and Mock Court	Assignments Due: Docuseries Part 3 & Mock Court(5)
Week 16 4/29/26	Final Examination Final Exam Essay: <i>What did you learn about ethics?</i> *Complete Course Evaluations (please and thank you)	Lecture Readings: N/A Required Independent Readings: N/A

Appendix A

Other Legal & Professional Reading Resources

Hawaii Laws

Hawaii Revised Statutes can be retrieved from: [Hawaii State Legislature](#)

Hawaii Revised Statutes, Chapter 334 Mental Health, Mental Illness, Drug Addiction, and Alcoholism

Hawaii Revised Statutes, Chapter 350 Child Abuse.

Hawaii Revised Statutes, Chapter 45 JD- 1 Health Care Professionals.

Hawaii Revised Statutes, Chapter 465 Psychologists.

Hawaii Revised Statutes, Chapter 622-55 1 Medical Records.

Hawaii Revised Statutes, Chapter 622-58 Retention of Medical Records.

Hawaii Revised Statutes, Chapter 626-504.1 Psychologist-Client Privilege

Forensic Guides

Hawaii Child Protection and Welfare Guide

<https://humanservices.hawaii.gov/ssd/>

Hawaii Family Courts Child Custody Evaluators Registry

https://www.courts.state.hi.us/general_information/child_custody_evaluators_registry

APA Standards & Guidelines

<https://www.apa.org/research-practice/standards-guidelines>