
Term Information

Effective Term Spring 2014

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6850
Course Title Ethics and Professional Issues in Psychology of Intellectual and Developmental Disabilities
Transcript Abbreviation PSYCH IDD ETHICS
Course Description This course will consider ethical questions and dilemmas that psychologists encounter in their everyday practice, research, and teaching. It will take a problem-solving approach to ethical decision-making with students working toward consensus around constructive means for preventing problems, recognizing, approaching, and resolving ethical predicaments in the field of IDD Psychology
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

This course will provide the student with a working understanding of fundamental ethical principles in psychology for people with intellectual and developmental disabilities and effective problem-solving strategies to deal with ethical dilemmas.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Discuss the codes of conduct that guide professional practice in psychology as well as how ethical codes are applied and enforced.
- Understand the distinctions among privacy, privilege, and confidentiality and be familiar with the confidentiality provisions in the APA Ethics Code
- Understand the principles and ethical guidelines and prohibitions surrounding multiple relationships. Students will participate in a debate of ethical behavior in scenarios likely to come into play in developmental disabilities
- Discuss the ethical issues and obligations of testing, particularly testing to determine eligibility for services
- Appreciate the ethical issues and obligations of providing therapy, including informed consent, written contract, and confidentiality
- Be familiar with the types of situations in which professionals providing services to individuals with IDD manage ethical conflicts
- Develop a problem-solving approach to solving ethical dilemmas
- Students will apply ethical issues to a recent case impacting a child with a developmental disability
- Be familiar with a broad array of ethical issues within academia, especially within research
- Develop analytic tools for anticipating, understanding, resolving, minimizing, or circumventing ethical conflicts likely to arise in their research
- Explore ethical decision making in a forensic setting
- Discern the differences among sleazy behavior, bad form, illegal actions, and unethical conduct.

Content Topic List

- Ethics codes (e.g. APA Ethics Code)
- Application of ethics to practice, research, and teaching
- The concept of pity vs. understanding and empathy with respect to disability
- Confidentiality, privilege, and privacy
- Multiple relationships and following the related ethical guidelines
- Psychological assessment
- Therapy and other forms of intervention
- Particular ethical dilemmas (e.g. Ashley X case)
- Ethics in teaching, and supervision
- Ethics in research with human participants (especially those with intellectual and/or developmental disabilities)

Attachments

- Psych 6850 Syllabus 10.1.12.docx: Syllabus

(Syllabus. Owner: Paulsen, Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	01/27/2013 12:22 AM	Submitted for Approval
Approved	Petty, Richard Edward	01/27/2013 11:28 AM	Unit Approval
Approved	Haddad, Deborah Moore	01/27/2013 12:41 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	01/27/2013 12:41 PM	ASCCAO Approval

The Ohio State University Nisonger Center UCEDD

Ethics and Professional Issues in Psychology of Intellectual and Developmental
Disabilities
Psych 6850
Spring Semester 2014

Credit: 3 credit hours
Location: 230 McCampbell Hall
Time: Tuesdays 3:00 p.m. – 5:48 p.m.
Instructor: Susan Havercamp, Ph.D.
T.A. TBD
Office Hours: By appointment; McCampbell Hall room 371:
Contact via email: susan.havercamp@osumc.edu

Ethics: the discipline dealing with what is good and bad and with moral duty and obligation; a set of moral principles; a theory or system of moral values; the principles of conduct governing an individual or group (professional ethics); a guiding philosophy; a consciousness of moral importance

Course Description:

Most psychologists enter the field with a strong and certain desire to help others, but clinic practice and research endeavors often involve decision-making in the context of ethical ambiguity. This course will consider many ethical questions and dilemmas that psychologists encounter in their everyday clinical practice, research, and teaching. This course will take a problem-solving approach to ethical decision-making with students working toward consensus around constructive means for preventing problems, recognizing, approaching, and resolving ethical predicaments. Ethical guidelines established by the American Psychological Association (APA Ethics Code) will be reviewed in the context of practicing in the field of intellectual and developmental disabilities. This course will encourage students to think deeply about ethical principles and the professional roles and responsibilities of a psychologist. **This course has been designed as an advanced course in psychology for graduate students in intellectual and developmental disability psychology.**

The purpose of this course is to provide the student with a working understanding of fundamental ethical principles in psychology and an effective problem-solving strategy to deal with ethical dilemmas.

Course Objectives:

By the conclusion of the course, each student will:

1. discuss the codes of conduct that guide professional practice in psychology as well as how ethical codes are applied and enforced.
2. understand the distinctions among privacy, privilege, and confidentiality and be familiar with the confidentiality provisions in the APA Ethics Code.
3. understand the principles and ethical guidelines and prohibitions surrounding multiple relationships. Students will participate in a debate of ethical behavior in scenarios likely to come into play in developmental disabilities.
4. discuss the ethical issues and obligations of testing, particularly testing to determine eligibility for services.
5. appreciate the ethical issues and obligations of providing therapy, including informed consent, written contract, and confidentiality.
6. be familiar with the types of situations in which professionals providing services to individuals with IDD manage ethical conflicts.
7. develop a problem-solving approach to solving ethical dilemmas.
8. Students will apply ethical issues to a recent case impacting a child with a developmental disability.
9. be familiar with a broad array of ethical issues within academia, especially within research.
10. develop analytic tools for anticipating, understanding, resolving, minimizing, or circumventing ethical conflicts likely to arise in their research.
11. explore ethical decision making in a forensic setting.
12. discern the differences among sleazy behavior, bad form, illegal actions, and unethical conduct.

Course Requirements:

Class sessions will be highly interactive. Students are expected to come prepared to discuss assigned readings and offer opinions on issues discussed. Active learning strategies and small group work will be incorporated into the class. Because of the interactive format, your attendance and contributions are important. No credit can be given if you miss an in-class activity.

Course Format:

The course format will include a combination of lecture, class discussion, group learning activities, and individual learning activities. The course syllabus, lecture material, handouts, quizzes, and some reading materials are accessible in Carmen format. **Each student is required to visit this Carmen course site at least once/weekly to read lecture material, complete required quizzes, access required readings, and review any messages posted by the course instructor.** Please contact the course instructor *on the first day of class* if assistance is needed accessing the Carmen course information.

Required Texts: See Class Schedule for assigned chapters and articles

Bersoff, D. N. (2003). *Ethical conflicts in psychology* (3rd ed.). Washington DC: American Psychological Association (APA).

Sales, B. D., & Folkman, S. (Eds.). (2000). *Ethics in research with human participants* (1st ed.). Washington DC: American Psychological Association (APA).

Course Grading:

The following grading system will be used:

A 93+	C+ 77-79
A- 90-92	C 74-76
B+ 87-89	C- 70-73
B 84-86	D+ 67-69
B- 80-83	D 64-66
	E <64

Academic Integrity

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.”

A faculty member who suspects that a student has committed academic misconduct is obligated by University Rules to report the student to COAM. If COAM finds that the student violated the code, then sanctions could include a failing grade and suspension or dismissal from the university.

Grades will be based on:

Quizzes: 2 @ 10 points each	20
Class presentations	40
Contribution to class discussion	20
<u>Final Exam</u>	<u>20</u>
Total:	100 points

Carmen Quizzes:

Students will be required to complete a total of 2 quizzes during the course of the quarter in Carmen. The purpose of the quizzes includes testing of knowledge gained from required readings and certain independent learning activities. Specific quiz due dates and topics are included in this syllabus. *There will be a maximum of 50% credit for quizzes submitted late.* A score of zero will be assigned to quizzes that are not completed.

Final Exam:

The final exam will be comprehensive, consisting of short answer, multiple choice, and essay questions. Students will complete the multiple choice and short answer questions in Carmen and the essay portion in class during finals week.

Students with Disabilities

If you have a disability that requires reasonable accommodations in any way, please inform the instructor as soon as possible so that adequate accommodations can be arranged.

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Tentative Class Schedule and Topics:

Week 1 (*Meeting date:* January 8th)

Topic: Course overview and review of syllabus. Introduction to Ethics and Professional Issues.

Description: Review of syllabus, assignments, and expectations for class. This will be quickly followed by a discussion of ethics codes and how they are applied.

Objectives: Students will be able to discuss the codes of conduct that guide professional practice in psychology as well as how ethical codes are applied and enforced.

Required Reading:

1. Ethics codes and how they are enforced (Chapter 1), pp. 7-65, Bersoff text.
2. How ethics are applied (Chapter 2), pp. 67-115, Bersoff text.
3. You just don't understand (Introduction), pp. 3-11; Tiny Tims, Supercrrips and the End of Pity (Chapter 1), pp. 12-40 in *No Pity* (Shapiro, 1993) – posted to *Carmen*.

Week 2 (*Meeting date:* January 15th)

Topic: Confidentiality, Privilege, and Privacy

Description: This class will address the fundamental ethical value of confidentiality. Students will discuss confidentiality in the context of research, assessment, and therapy. Secondly, we will address limits to confidentiality with a focus on team structure and

function as an integral part of working with people with developmental disabilities. Finally, issues specific to clients with developmental disabilities, their families, and other stakeholders will be discussed.

Objectives: The students will understand the distinctions among privacy, privilege, and confidentiality and be familiar with the confidentiality provisions in the APA Ethics Code.

Required Readings:

1. Confidentiality, Privilege, and Privacy (Chapter 4), pp. 159-213, Bersoff text.
2. *Ahead of His Time: Selected Speeches of Gunnar Dybwad* (Allard et al., 1999)– posted to *Carmen*
 - a. The Concept of Normalization (Chapter 6), pp. 31-33;
 - b. Ethical and Legal Problems in Rehabilitation and Medicine (Chapter 7), pp. 35-40;
 - c. Basic Legal Aspects in Providing Medical, Educational, Social and Vocational Help to the Mentally Retarded (Chapter 8), pp.41-48

Week 3 (Meeting date: January 22nd)

Topic: Multiple Relationships

Description: Beyond sexual impropriety, this class will address the issue of nonmaleficence and the spectrum of questionable relationships that might confront psychologists, regardless of their role and the setting in which they work.

Objectives: Students will understand the principles and ethical guidelines and prohibitions surrounding multiple relationships. Students will participate in a debate of ethical behavior in scenarios likely to come into play in developmental disabilities.

Required Readings:

1. Multiple Relationships (Chapter 5), pp. 215-270, Bersoff text.
2. The Macro-system and professional issues (Chapter 25), pp. 900-919 in *The Handbook of Intellectual Disability and Clinical Psychology Practice* (Carr et al., 2009) – posted to *Carmen*.
3. People First (Chapter 6), pp.184-210 in *No Pity* (Shapiro, 1993)– posted to *Carmen*.

Week 4 (Meeting date: January 29th)

Topic: Psychological Assessment

Description: Psychological assessment, including clinical, psycho-educational, and forensic testing comprise a portion of most psychologists' practice and convey ethical implications. From privacy and consent to dual loyalties, the ethical issues surrounding assessment will be explored. It is the psychologist's responsibility to ensure that the tests used are psychometrically sound and appropriate. The psychologist must be competent to not only administer but also make valid interpretations. We will address gathering, storing, interpreting, and disseminating information about test takers that is gleaned from

assessment. We will not delve into topics of validity, reliability, norming, or standardization of tests except as they relate to ethical and social issues.

Objectives: Students will appreciate the ethical issues and obligations of testing, particularly testing to determine eligibility for services.

Required Readings:

1. Psychological Assessment (Chapter 6), pp. 271-327, Bersoff text.
2. Guidelines for Assessment of and Intervention with Persons with Disabilities, (<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>) – posted to *Carmen*.
3. An Introduction to Assessment, Diagnosis, Intervention, and Services (Chapter 21), pp. 335-350 in *A Comprehensive Guide to Intellectual & Developmental Disabilities* (Brown & Percy, 2007)– posted to *Carmen*.

Week 5 (*Meeting date:* February 5th)

Topic: Therapy and Other Forms of Intervention

Description: Therapeutic relationships are unique in the level of intimacy expected and in the speed at which intimacy is reached. Usually, people enter therapy only after considerable worry and rumination. As painful as they find their situation or symptoms, they have grave reservations about the therapy process. Usually, they enter therapy voluntarily. When clients are deeply conflicted or compelled to see a psychologist, they may be anxious, needy, and vulnerable—maybe even hostile and negative toward the therapy process. Consider the client with intellectual disability who is less likely to self-refer and who may not have information about therapy. We will discuss ethical issues surrounding therapy, including informed consent, suicide, and risk management.

Objectives: Students will appreciate the ethical issues and obligations of providing therapy, including informed consent, written contract, and confidentiality.

Required Readings:

1. Therapy and Other Forms of Intervention (Chapter 7), pp. 329-383, Bersoff text.
2. Ethical Issues in Counseling Clients with Disabilities (Chapter 13), pp. 289-301 in *Psychotherapy for Individuals with Intellectual Disability* (Fletcher, 2011)– posted to *Carmen*.
3. Helping Parents Separate the Wheat from the Chaff: Putting Autism Treatments to the Test (Chapter 16), pp. 265- 277 in *Controversial Therapies for Developmental Disabilities* (Jacobson, Foxx, & Mulick, 2005)– posted to *Carmen*.

QUIZ #1 DUE

Week 6 (*Meeting date:* February 12th)

Topic: Ethical Issues in Professional Practice in the field of Developmental Disabilities – Dr Betsey Benson, guest lecture

Description: Professional practice in the field of IDD can present differing sources of conflict between professional codes of practice and the reality of providing services to individuals who may be dependent on others. In this session, we will examine the nature of the ethical conflicts reported by IDD professionals to professional standards committees and the effects of managing ethical conflicts on the professional. We will also consider how differing views of ethical practice can affect the implementation of effective treatments.

Objective: Students will be familiar with the types of situations in which professionals providing services to individuals with IDD manage ethical conflicts.

Required Readings:

1. “What informs and shapes ethical practice in intellectual disability services?” (Wilson, Clegg, & Hardy, 2008) – posted to *Carmen*.
2. “Case report. Ethical issues involved in the implementation of a differential reinforcement of inappropriate behavior programme for the treatment of social isolation and ritualistic behaviour in an individual with intellectual disabilities,” (Iqbal, 2002) – posted to *Carmen*.
3. “Comment. The ethics of behavior modification: a comment on ethical issues in the implementation of a DRI programme for the treatment of social isolation and ritualistic behavior in a learning disabled individual,” (Reinders, 2002) – posted to *Carmen*.

Week 7 (*Meeting date:* February 19th)

Topic: Learning Ethics and Behaving in an Ethical Manner

Description: Since the 1970s every accredited graduate program training professional psychologists is required to offer instruction in ethics yet ethical violations persist. In some cases, psychologists attempt to comply with the rules but rely on their own faulty interpretation of the rules. Caring for individuals with intellectual disabilities presents complex situations that present ethically sensitive and knowledgeable psychologists with fundamental and profound ethical dilemmas. Psychologists may understand the APA Ethics Code but violate them because they consider violation to be in the service of higher moral principles. The psychologist who wishes to act ethically in an ethically uncertain world needs to have both a philosophical base from which to make decisions and a method for using that base to build workable options.

Objective:

- Students will develop a problem-solving approach to solving ethical dilemmas.

Required Readings:

1. Learning Ethics (Chapter 3), pp. 117-157, Bersoff text.
2. Intellectual Disabilities- *Quo Vadis?* (Chapter 10), pp. 267—296 in *Handbook of Disability Studies* (Albrecht, Seelman, & Bury, 2001) – posted to *Carmen*.

3. Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities, (<http://www2.ohchr.org/english/law/disabilities-convention.htm>) – posted to *Carmen*.

Week 8 (*Meeting date*: February 26th)

Topic: Peculiar Ethical Dilemmas in the Case of Developmental Disabilities

Description: Discussion will focus on the unique ethical questions and difficulties relevant to the field of developmental disability. Students will debate the ethical principles at play in the Ashley X case and collectively develop procedures to improve decision-making and protections in such cases.

Objectives:

- Students will apply ethical principles and problem-focused ethical decision making to a recent case impacting a child with developmental disability.

Required Readings:

4. “Modify the System, Not the Person,” (<http://dredf.org/news/ashley.shtml>) – posted to *Carmen*.
5. “The Curious Case of Ashley X,” (Kirschner, 2009) – posted to *Carmen*.
6. “Attenuating growth in children with profound developmental disability: A new approach to an old dilemma,” (Gunther & Diekema, 2006) – posted to *Carmen*.
7. “Devaluing People with Disabilities: Medical Procedures that Violate Civil Rights,” (National Disability Rights Network, http://www.ndrn.org/images/Documents/Resources/Publications/Reports/Devaluing_People_with_Disabilities.pdf) – posted to *Carmen*.

Week 9 (*Meeting date*: March 5th)

Topic: Ethics in Research, teaching, and supervision

Description: Science and the public are becoming increasingly aware that academia does not insulate one from the unethical behavior. People now know that for more than 60 years, academic scientists working for the federal government engaged in risky research that proved harmful to participants, who were never fully informed about the nature, costs, and benefits of the studies. It has also been acknowledged that professors sometimes do appropriate students’ ideas and works as their own; that teachers and supervisors develop intimate, sometimes sexual, relations with students and trainees; and that some teachers are often unprepared to face their classes or leave students languishing for months before returning examinations or seminar papers. These issues have become so salient that for the first time in nine revisions, the current (2002) set of APA Ethical Principles contains two sections of standards (Section 7- Training) and Section 8- Research and Publications.

Objectives: Students will be familiar with a broad array of ethical issues within academia, especially within teaching.

Required Readings:

1. Academia: Research, Teaching, and Supervision (Chapter 8), pp. 385-451, Bersoff text.
2. “Regulatory and ethical principles in research involving children and individuals with developmental disabilities,” (Yan & Munir, 2004)—posted to *Carmen*.

MARCH 11-15 SPRING BREAK – NO CLASSES!

Week 10 (*Meeting date:* March 19th)

Topic: Ethics in Research with Human Participants

Description: This session will address ethical codes published by the office for protection from Research Risks. We will discuss examples to help the student understand the issues and lessons. The intent of this topic is to raise the student’s consciousness, not to preempt their own ethical analyses of dilemmas. Responsible decision-making is always predicated on the competence and expertise of the researcher making the decisions.

Objectives:

- Students will develop analytic tools for anticipating, understanding, resolving, minimizing, or circumventing ethical conflicts likely to arise in their research.

Required Readings:

1. Ethics in Research with Human Participants (Part I, pp. 3-57), in Sales & Folkman text.
2. “Research involving individuals with questionable capacity to consent: Points to consider,” (National Institute of Health, 1999)—posted to *Carmen*.

Week 11 (*Meeting date:* March 26th)

Topic: Ethics in Research with Human Participants, part 2

Description: This session will address ethical codes published by the office for protection from Research Risks. We will discuss examples to help the student understand the issues and lessons. The intent of this topic is to raise the student’s consciousness, not to preempt their own ethical analyses of dilemmas. Responsible decision-making is always predicated on the competence and expertise of the researcher making the decisions.

Objectives:

- This session will provide students with analytic tools for anticipating, understanding, resolving, minimizing, or circumventing ethical conflicts likely to arise in their research.

Required Readings:

1. Ethics in Research with Human Participants (Parts II and III, pp. 61-128), Sales & Folkman text.

QUIZ #2 DUE**Week 12** (Meeting date: April 2nd)**Topic: Forensic Settings – Marc Tassé, guest lecture**

Description: Psychologists are often called upon to provide the criminal and civil court system useful expert information in order to inform decisions by judges and juries about human behavior. It is not only forensic psychologists who become involved with the law. Every psychologist- whether clinician scientist, or academician – is a potential expert witness and each must be prepared to interact with the legal system. Psychologists, whatever their training, may wish to inform legislative or regulatory bodies about pending enactments or to lobby for a certain measure. The psychologists' part in each of these scenarios is guided by ethical considerations. Although lawyers are obligated to champion their clients' causes through zealous and unbridled representation, different ethical imperatives may guide the behavior of psychologists who enter the hallowed halls of the law. We will address the "Atkins case" scenario where the Supreme Court decision that determined defendants with intellectual disability in capital cases would not face the death penalty.

Objectives:

- This session will examine the dimensions of ethical decision making in a forensic setting.

Required Readings:

1. Forensic Settings (Chapter 9, pp. 453-530), Bersoff text
2. "Looking to science rather than convention in adjusting IQ scores when death is at issue," (Cunningham & Tassé, 2010)—posted to *Carmen*.
3. "Adaptive behavior assessment and the diagnosis of mental retardation in capital cases," (Tassé, 2009)—posted to *Carmen*.

Week 13 (Meeting date: April 9th)**Topic: The Business of Psychology**

Description: The logistics of doing professional psychology no longer simply involves renting an office; buying an oriental rug, an aquarium, and comfortable couches and chairs; and exercising independent professional discretion. Psychology is a business. Psychologists are no longer therapists or doctors; they are health service providers (or worse yet, vendors). Those who receive treatment are no longer patients or clients; they are *consumers of psychological services*. Not to mention the threat of a malpractice claim. This changing world of psychology confronts the concerned clinician with an array of ethical issues.

Objectives:

- Students will discern the differences among sleazy behavior, bad form, illegal actions, and unethical conduct.

Required Readings:

1. The Business of Psychology (Chapter 10, pp. 531-579), Bersoff text.

Week 14 (Meeting date: April 16th)**Topic: Current Issues in the field of Intellectual and Developmental Disability**

Description: Students will identify and present an issue to the class that related to one of the ethical principles discussed in class and that pertains to people with intellectual and developmental disabilities. Issues can be identified via current local, national, or international events or may be issues that involve the students personally.

Objectives: Students will apply ethical principles to a current situation or case involving people with intellectual and developmental disabilities and discuss.

Required Readings:

1. Students may bring articles or reports to share with class during their presentation

FINAL EXAM in class and DUE in Carmen**Citations for Books, Book Chapters, and Articles for This Course**

Albrecht, G.L., Seelman, K.D., & Bury, M. (Eds.). (2001). *Handbook of disability studies*. Thousand Oaks, CA: Sage Publications.

Allard, M.A., Howard, A.M., Vorderer, L.E., & Wells, A.I. (Eds.). (1999). *Ahead of his time: Selected speeches of Gunnar Dybwad*. American Association on Mental Retardation, AAMR.

Bersoff, D. N. (2003). *Ethical conflicts in psychology* (3rd ed.). Washington DC: American Psychological Association (APA).

Brown, I. & Percy, M. (Eds.). (2007). *A comprehensive guide to intellectual and developmental disabilities*. Baltimore, MD: P. H. Brookes.

- Carr, A., O'Reilly, G., Walsh, P.N., & McEvoy, J. (Eds.). (2009). *The handbook of intellectual disability and clinical psychology practice*. New York: Routledge.
- Cunningham, M. D., & Tassé, M. J. (2010). Looking to science rather than convention in adjusting IQ scores when death is at issue. *Professional Psychology: Research and Practice*.
- Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.
- Fletcher, R.J. (Ed.). (2011). *Psychotherapy for individuals with intellectual disability*. New York: NADD Press.
- Gunther, D. F., & Diekema, D. S. (2006). Attenuating growth in children with profound developmental disability: A new approach to an old dilemma. *Archives of pediatrics & adolescent medicine*, *160*(10), 1013–1017.
- Iqbal, Z. (2002). Ethical issues involved in the implementation of a differential reinforcement of inappropriate behaviour programme for the treatment of social isolation and ritualistic behaviour in an individual with intellectual disabilities. *Journal of Intellectual Disability Research*, *46*(1), 82–93.
- Jacobson, J.W., Foxx, R.M., & Mulick, J.A. (Eds.). (2005). *Controversial therapies for developmental disabilities: Fad, fashion, and science in professional practice*. Mahwah, N.J: Lawrence Erlbaum Association.
- Kirschner, K. L., Diekema, D., Lantos, J., Kemp, J. D., Doyle, E., Mukherjee, D., & Schalick, W. O. (2009). The curious case of Ashley X. *PM&R*, *1*(4), 371–378.
- National Institutes of Health. (1999). Research involving individuals with questionable capacity to consent: Points to consider. *Biological Psychiatry*, *46*, 1014–1016.
- Reinders, H. S. (2002). The ethics of behaviour modification: a comment on ethical issues in the implementation of a DRI programme for the treatment of social isolation and ritualistic behaviour in a learning disabled individual. *Journal of Intellectual Disability Research*, *46*(2), 187–190.
- Sales, B. D., & Folkman, S. (Eds.). (2000). *Ethics in research with human participants* (1st ed.). Washington DC: American Psychological Association (APA).
- Shapiro, J. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Times Books.
- Tassé, M. J. (2009). Adaptive behavior assessment and the diagnosis of mental retardation in capital cases. *Applied Neuropsychology*, *16*(2), 114–123.

Wilson, N., Clegg, J., & Hardy, G. (2008). What informs and shapes ethical practice in Intellectual Disability services? *Journal of Intellectual Disability Research*, 52(7), 608–617.

Yan, E. G., & Munir, K. M. (2004). Regulatory and ethical principles in research involving children and individuals with developmental disabilities. *Ethics & behavior*, 14(1), 31–49.