

**PSY 7250, FALL 2005**  
**PROFESSIONAL ETHICS & STANDARDS**

**Professor:** Melanie M. Domenech Rodríguez, Ph.D.  
**Office:** EDUC 425; office hrs by appt.      **Class:** 9:00a - 12:00n, W  
**Phone:** (435) 797-3059      **Place:** EDUC 409  
**E-Mail:** [mdr88@cc.usu.edu](mailto:mdr88@cc.usu.edu)      <http://cc.usu.edu/~mdr88/ethics>

**Course Description.** This course is intended to familiarize psychologists-in-training with the ethics and professional standards of practice in the field of psychology. Psychologists-in-training include students studying to become clinicians and experimental psychologists, among many other specializations. Students will learn the elements of the Ethical Principles and Code of Conduct and Specialty Guidelines upheld by the American Psychological Association. Students will learn to identify ethical dilemmas in research, teaching, and practice, and the ways in which those dilemmas can be explored and resolved. The course is structured into four distinct modules: Introductory, Research, Teaching and Practice Ethics.

**Variable Credit.** If you are in Pro-Sci, you should be signed up for 3 credits. If you are in the Experimental / Applied Psychological Science program, you should be signed up for at least 2 credits.

**Course Objectives.**

- a) To familiarize psychologists-in-training with the history and philosophical bases of ethics in psychology in the arenas of research, teaching, and clinical practice (including, clinical, counseling, and school settings)
- b) Research: To prepare psychologists-in-training to be ethical researchers.
- c) Teaching: To prepare psychologists-in-training to be ethical teachers.
- d) Practice: To prepare psychologists-in-training to be ethical clinicians.

The professor will facilitate student's understanding through presentation of class material and discussions. Active participation through class attendance, careful, consistent reading of materials, and critical thinking about course material is expected.

**Course Expectations.**

**Attendance and Participation.**

- 1) Students will attend class and read all required materials.
- 2) Students will contribute meaningfully to class discussions.
- 3) Students will turn in a 1-2 page paper of the assigned readings, focusing and elaborating on a reading-related point of interest, and citing at least 2 readings. Short papers turned in, at the beginning of class can earn 25 points; papers turned in within a week of class can only earn 15 points. You are only able to earn full points if you turn in your paper while you are in attendance. The rationale behind this exercise is to ensure that students read the material and come to class prepared to discuss it. If you are not in class, you cannot discuss, therefore you do not have the opportunity to earn full points. These short papers will be graded in the following manner: •+ = 25 points, • = 21 points, •- = 18 points. A •+ represents a superior paper; a •- represents a relatively poor effort (e.g., a straight-up summary). Supremely poorly written papers will earn 0 points.

**Evaluation.**

- 4) **Exams:** Three exams worth 100 points each will be given. The exams will be given after each of the content modules (teaching, research, ethics), but will require the student to incorporate information learned in the Introductory module. Exams will all be in essay format and will include tests of factual information as well as ethical dilemmas. The exams will

be take home, but students are expected to work independently. Any indication of inappropriate collaboration will result in a 0 grade for the exam and notification of the event to the Director of your program.

- *The professor will **not** entertain challenges to grading of 3 points or less. Essay exams entail a certain degree of subjectivity to the grading. In order to minimize bias toward specific students, the professor will have everyone type their tests and only identify the document with your A number. Exams will all be typed in Times New Roman font, 12 point type, 1.5 spacing, to ensure that all papers look the same as the professor is grading them. The identification number will be on the last page of the exam, on a separate sheet. If you do not know you're a number, please see me.*
- 5) Case Presentation: Each student will prepare a 20 minute case presentation, including discussion time. The topic of the presentation will be cleared with the professor two weeks ahead of the presentation (e-mail preferred). The presenters will select one or two articles<sup>1</sup> related to the ethical dilemma and from the Readings List to share with the class. The article(s) will be taken to Electronic Reserve (ER) one week in advance to be posted on ER for others to read in a timely manner and be prepared for the discussion following the presentation. The presenter will also compile a resource list for the professor and classmates who might face similar ethical dilemmas in the future, due at the time of the presentation. If the presenter does not want to make copies for everyone, make sure the list is available on ER or for the professor to post on the class website at least one week prior to the class presentation. The student will come prepared with discussion questions and will lead a discussion on her/his presentation and general ethical area.
- 6) Debate/Paper: Students will pair off with another student in the class. The duo will create --or find in the published literature--an ethical dilemma in the general area of class discussion (e.g., a diversity themed dilemma during the class that covers topic #4). Each debater will take the role of an "expert witness" who is presenting a particular side to the Ethics Committee during an in-depth investigation. At the class period the two will present the ethical dilemma and then each will take 10-15 minutes to present their stance (opposing each other, or at least presenting differing solutions) and defend it using the APA Ethics Code, the law, and/or published findings. Each member of the team will turn in a paper articulating their stance. The presenters will allow for a period of question-and-answer from the class which will act as an Ethics Board. The class will then deliberate on the points presented and make a decision on a course of action.
- 7) Because students sign up for variable credit there will be no final exam for this course.

**Grading.** Final grades are based on individual performance. Students will have the opportunity to earn a total of 575 points. Students who accumulate 92.5% to 100% of those points will earn an A; 89.5-92.4% = A-; 86.5-89.4% = B+; 82.5-86.4% = B; 79.5-82.4% = B-; 76.5-79.4% = C+ and so forth.

Exams: 100 points each (total of 300 points)

Case Presentation: 100 points

50 points Presentation

15 points Selected Readings (quality, timeliness)

10 points Reference / Resource List

25 points Discussion Questions

Debate: 150 points

80 points Presentation

20 points Ethical dilemma write-up

50 points Paper

---

<sup>1</sup> Ideally students will select two articles. One article is acceptable only when the length or quality of the article warrants that it be presented alone.

Readings: 225 points (25 points each, for 9 classes: 1 freebie)

**Classroom behavior.** Set cell phones / pagers on vibrate or off before coming to class. It is assumed that pagers or phones set on vibrate will be attended to only if the student is on-call.

*Students with documented disabilities who need accommodations in completing requirements or taking part in class in any manner should speak with the professor during the first week of class to arrange these accommodations.*

**More on ... Case Presentation:** Each student will prepare a 10-15 minute case presentation, (plus 5-10 minutes discussion time). The case selected for presentation will ideally be from an experience that the student has had in research, teaching, or clinical practice.

The case will be cleared with the professor and will:

- a. Highlight several ethical issues
- b. Describe the process of identifying the ethical concern or concerns
- c. Outline a plan of action to deal with the ethical concern
- d. Describe the actual resolution as well as the "ideal" resolution in light of the APA code of ethics and professional standards, and the law if relevant.

Here's a suggested outline for the presentation:

- I. Introduction of Case / Problem. Tell enough about the client / case / situation to know what is going on without necessary additional information (e.g., in a research scenario, it would be important to know the issue and may be even the methods or general area of inquiry but you don't need to give the project title and PI's name, or the institution that the research was conducted at).
- II. Ethical issues involved. List codes and briefly explain how these are an issue.
- III. Problem solving. Here you can use Ford's problem solving approach if you'd like to structure this section. I want to see the process you went through.
- IV. Resolution. Cover actual and ideal resolutions.

**Articles:** The presenters will select one or two articles related to the ethical dilemma to share with the class. The article(s) will be taken to Electronic Reserve two weeks prior to the presentation or a pdf file sent to the professor to be posted on the course website. These articles are most likely to be from your reference section.

**Resource list:** Reference list of agencies, people, books, etc., that would be helpful for folks who face similar ethical dilemmas in the future; due at the time of the presentation.

**Discussion questions:** The student will come prepared with discussion questions for the group in case the group does not generate a discussion based on the case on its own. Prepare 2-3 good questions. Hand the questions in to the professor at the time of the presentation.

## Topics and Reading Assignments<sup>2</sup>

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
<i>INTRODUCTORY MODULE</i>		
8/31	#1: Introduction	Ford, Ch. 1, 4; APA Code
9/7	#2: Reasoning and Decision-making #3: State Boards, etc.	#2: Ford, Ch. 5, 6; Hansen & Goldberg, 1999 #3: Ford, Ch. 13; Licensing Act
9/14	#4: Diversity Issues in Ethics	APA, 2003; Betancourt, 1993; Colnerud, 1997; Pipes, Holstein, & Aguirre, 2005; Tribble & Mohatt, in press.
<i>RESEARCH MODULE</i>		
9/21	#5: Ethical Values in Research	Ford, Ch. 11; Belmont Report; Helsinki Declaration; NIH, 2003; Nuremberg Code; Steinbrook, 2002
<b>9/21</b>	<b>10/12 presenters, clear topic</b>	
9/28	#6: Academic Research	Goodyear, Crego, Johnston, 1992; Press & Washburn, 2000; Rosenthal, 1994; Sieber, 2000; Sieber, Ianuzzo, & Rodriguez, 1995
10/5	#7: Animal and Human Research	APA, nd; Bird & Parlee, 2000; NIH, 2002
10/12	Presentations (3 slots) -- EXAM #1	
<i>TEACHING MODULE</i>		
10/19	#8: Ethical Issues in Teaching and Supervision	Cobia & Boes, 200; Harrar et al., 1990; Ladany et al., 1999; Rubin, 1997
<b>10/19</b>	<b>11/2 presenters, clear topic</b>	
10/26	#9: Ethical Behavior in Teaching Psychology	AUUP, 1987; Biaggio, 1997; Keith-Spiegel et al., 1993; Keith-Spiegel et al., 1998; Tabachnik, et al., 1991; Friedrich & Douglass, 1998; Whitley et al., 1991
11/2	Presentations (3 slots) -- EXAM #2	
<i>PRACTICE MODULE</i>		
11/9	#10: Ethical Issues in Psychotherapy and Counseling	Anderson & Kitchener, 1996; Bernard & Jara, 1986; Chenneville, 2000; Gustafson & McNamara, 1987; Pope et al., 1998; Pope & Vetter, 1992; Smith-Bell & Winslade, 1994; Werth et al., 2002
11/16	#10: Continuation #11: Assessment and Testing	Matarazzo, 1986; Moreland, 1995; Turner et al., 2001
<b>11/16</b>	<b>12/7 presenters, clear topic</b>	
11/30	#12: Mental Health Professions and the Law	APA, 1994; Buckner & Firestone, 2000; Committee, 1991; Greenberg & Shuman, 1997; Haas, 1993; Pope & Bajt, 1988; APA, 2005
12/7	Presentations (3 slots) -- EXAM #3	
<i>FINALS WEEK</i>		
12/12	GOOD LUCK, and have a great winter break.	

<sup>2</sup> Readings will likely be added to some class sessions. I will make these readings available to students in a timely manner (at least one week before the class period where reading is expected).