

**BACHELOR OF APPLIED SCIENCE (PSYCHOLOGY)
GENERAL ARTS AND SCIENCE DIPLOMA**

**Fall 2012
AHSS 2200**

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Course Title:	Ethics and Professional Issues
Class times and room:	Wednesdays 3:25-6:05 (GH 412)
Pre-requisites:	None
Co-requisites:	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	Lecture - Seminar

Calendar Description:

This course examines the ethical responsibilities of and issues confronted by psychologists and psychological associates practising in a variety of professional contexts. Some issues include: professional and personal boundaries, dual relationships, confidentiality and privacy issues, conflicts of interest, psychometry and the reporting of test results, forensic assessments, trust and deception in the context of research, and scientific integrity.

Instructor Description

This course examines the ethical responsibilities of and issues confronted by psychologists and psychological associates practising in a variety of professional contexts. Some issues include: professional and personal boundaries, dual relationships, confidentiality and privacy issues, conflicts of interest, psychology and the media, psychology and the law, trust and deception in the context of research, and scientific integrity.

Course Learning Outcomes

On completion of this course the student will be able to:

1. **Identify** and **apply** various frameworks for ethical decision-making.
2. **Assess** personal attitudes, beliefs and values concerning major professional and ethical issues in psychology.
3. **Explain**, and be able to **apply** the standards and guidelines of the Canadian Psychological Association (CPA).
4. **Identify** practice approaches that may lead to client dependency, and ways to avoid these approaches.
5. **Critically analyze** the issue of boundaries between therapist and client, teacher and student, researcher and subject and **discuss** their implications for practice.
6. **Articulate** the self-awareness and reflective practice strategies that can be used to avoid control issues with clients, and promote client autonomy and self-determination.
7. **Apply** cultural sensitivity to professional practice and **recognize** its absence as an ethical issue.
8. **Discuss** discriminatory practices directed against minority groups as both ethical and legal issues.
9. **Explain** the scope and limits of clients' rights to confidentiality, privacy and privileged communication.
10. **Develop** a means of maintaining a high level of professional practice and competence, recognizing these as ethical and legal issues in human services practice.
11. **Discuss** the issue of disseminating psychological research findings or knowledge to the general public and media.
12. **Identify** strategies for coping with subpoenas or compelled testimony.
13. **Describe** the conflict between psychological and legal interests and practices.
14. **Critically analyze** the use of deception in psychological research.
15. **Discuss** the need for animal research and the ensuing ethical obligations of researchers.
16. **Articulate** ethical guidelines for conducting, analyzing and reporting psychological research.
17. **Distinguish between** socially responsible and socially irresponsible behaviour by psychologists in the public domain.

Learning Resources

Required Textbook(s):

- Title:** Ethics in Psychology: Professional Standards and Cases
Author: Koocher, G.P. & Keith-Spiegel, P.
Edition: 3rd Edition
***ISBN:** 0195149114
- Title:** Canadian Code of Ethics for Psychologists
Author: Canadian Psychological Association
Edition: 3rd Edition
***ISBN:** 1896538118 (also available for free download from <http://www.cpa.ca/publications/>)

Course Schedule

Week	Date	Topic/Evaluation	Readings
1	Sept 5 th	On Being an Ethical Psychologist (How ethical problems arise, how they can be prevented; informal peer monitoring)	Chapter 1
2	Sept 12 th	Enforcement of Ethical Conduct (Ethical codes (APA and CPA); enforcement options; ethics committees; who falls through the cracks) Ethical Issues in Psychotherapy (Ethical and special obligations of therapists; techniques and ethical issues, therapies involving multiple clients, assessments) Short Writing Assignment Example	Chapter 3 Chapter 5 CPA Code of Ethics
3	Sept 19 th	Library Talk (Learn what you need to know for short writing assignment and research paper) Research Writing	
4	Sept 26 th	Ethical Issues in Psychotherapy (Therapies involving multiple clients, assessments) Privacy, Confidentiality and Record-keeping (Definitions; limitations and expectations; access to records; confidential material in the classroom and laboratory; retention and disposition of records; duty to report/warn)	Chapter 6 Chapter 8
5	Oct 3 rd	Multiple role relationships and conflicts of interest (Types of multiple role relationships; boundary issues; risks of role blending; conflicts of interest; unexpected conflicts and overlaps; watching for red flags) Midterm Review Short Writing Assignment Due (at the beginning of class)	Chapter 10 Chapter 11
6	Oct 10 th	Special Guest Lecture: Dennis Walker, MSW <i>Dennis is an individual, couple and family therapist with a private practice. He has been a therapist for over 30 years and will discuss his experiences and the ethical issues he has encountered in his work. His lecture will be guided by your questions</i>	
7	Oct 18 th	MIDTERM EXAM	

Week	Date	Topic/Evaluation	Readings
8	Oct 24 th	Multiple role relationships and conflicts of interest (Attraction, romance and sexual intimacies) Research Paper Discussion	Chapter 12
9	Oct 31 st	Presenting Psychology to the Public (Mass media portrayals of psychology and psychologists; socially responsible/irresponsible public acts; summary guidelines, advertising as a Psychologist) Psychologists in the Legal System (Gap between psychologists and lawyers; the forensic expert; psychologists as defendants)	Chapter 15 Chapter 17
10	Nov 7 th	NO CLASS Research Paper Due (Submit online)	
11	Nov 14 th	Psychologists in Academic Settings (Psychologists as teachers: evaluating students; exploiting students; advising; mentoring; supervising; ethical considerations in publishing)	Chapter 13 Chapter 16
12	Nov 21 st	Conducting Research II (Scientific integrity; confidentiality; informed consent; trust; special populations; deception; Human Subject Committees; Federal guidelines) Final Exam Review	Chapter 19

Evaluation and Due Dates

Students will be evaluated in this course through:

Short Writing Assignment (October 3 rd)	10%
Midterm Test (October 18 th)	30%
Research Paper (November 7 th)	30%
Final Examination (TBA)	30%
Total	<u>100%</u>

Short Writing Assignment

Turn ethical codes into ethical behaviours.

1. Choose one the codes from the CPA code of ethics.
2. Convert this code into 3 ethical behaviours (tangible things you can do to conduct yourself ethically in line with this code).
3. Find one (1) academic research article that supports one or more of these behaviours.
4. Include a brief summary of the article in your assignment.

- How did they conduct the research?
- What did the researchers conclude that is in line with one or more of your ethical behaviours?
- What is the reasoning/explanation for this?
- How easy or difficult do you think this will be for you to follow in your future work?

We will do a sample assignment in class.

The writing assignment is due October 3rd at the *beginning of class*.

Research Paper (Submit ONLINE – COURSE WEBSITE – Due by 6pm on Nov 7th)

Students are required to write a short research paper (no less than 5 pages and no more than 6 pages) on a research question related to Ethics and Professional Issues in Psychology.

You will choose a specific research question to answer in your paper. Some options for topics will be provided closer to the research paper deadline, or you are free to choose your own topic with approval from the instructor.

Do not sit on the fence. Have a clear, specific answer that you will support throughout the paper.

To support your argument you will use **a minimum of five and a maximum of seven peer-reviewed journal articles**. Book chapters are also considered appropriate, *in addition* to the peer reviewed journal articles. NO textbooks and NO Internet sources are to be used for this paper.

The paper is to follow APA style, 6th edition. Please note that there are excellent online resources for APA style (e.g., Owl at Purdue - <http://owl.english.purdue.edu/owl/resource/560/01/>)

The research paper is due on November 21st at the *beginning of class*.

- Late assignments will be penalized at a rate of 2% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Drop Box Policy

- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2012-2013 Academic Calendar at:
<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading - an indication of the standard achieved - to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and

independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

<http://www.humber.ca/disabilityservices/>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/pdf/c08.pdf>