

# PSYC\*6880, Course Outline: Fall 2016

## General Information

**Course Title:** Ethical Issues in Psychology

**Course Description:** This is a general ethics course is designed to sensitize students to ethical decision making, including an awareness of ethical issues, knowledge about what constitutes an ethical dilemma, and an understanding of the steps to take when one encounters an ethical dilemma. Ethics will be explored broadly with respect to psychology including research, teaching, practice, as well as more focused topic areas/issues. The learning outcomes will be achieved through assigned readings/tutorials of key ethical standards in the field of psychology (the CPA Code of Ethics for Psychologists, the Tri-Council Policy Statement on Ethical Conduct for Research involving Humans) and supplemented by articles that explore particular issues in depth.

**Credit Weight:** 0.25

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2016

**Class Schedule and Location:** approximately every other Tuesday starting September 13 2016 (Sept 13, Sept 27, Oct 4, Oct 25, Nov 8, Nov 22). 11:30 am to 2:20 pm.  
Rozanski Hall, Room 107

## Instructor Information

Instructor Name: C. Meghan McMurtry, Ph.D., C. Psych

Instructor Email: [cmcmurtr@uoguelph.ca](mailto:cmcmurtr@uoguelph.ca)

Office location and office hours: MacKinnon Extension Office #4004. By appointment only.

## Course Content

### **Specific Learning Outcomes:**

In completing this course, students should be able to:

- 1) Identify ethical standards used in psychology, most notably the CPA's Canadian Code of Ethics for Psychologists (4<sup>th</sup> edition - draft) and the Tri-Council Policy Statement on Ethical Conduct for Research involving Humans (2<sup>nd</sup> edition).
- 2) Conceptualize common ethical dilemmas which occur during the practice of psychology (research, teaching, supervision, practice, etc.).
- 3) Interpret major ethical concerns/concepts (i.e., presented through the assigned readings) in the context of their own professional behaviour/training.

- 4) Apply the CPA Ethical Decision-Making Process to ethical dilemmas.
- 5) Demonstrate appropriate academic independence, tolerance of a degree of uncertainty, personal organization, and time management in completing assigned course tasks.

**Lecture Content:**

The format of the class is a combination of short lectures with discussion-based, active learning. The background required to understand the lectures and to participate in the discussion is achieved through assigned readings as well as knowledge gained in earlier classes. In class, we will discuss ethical issues through case examples and practice addressing ethical dilemmas through vignettes. Attendance and active participation in the class is expected.

My role and responsibilities are as follows: To engage your interest in ethics in psychology and develop your understanding of ethical issues. To support you in your exploration of what are often “grey” rather than “black and white” issues. To facilitate your learning by assigning relevant readings, delivering brief lecture-based material (if appropriate), and focusing on real-world ethical decision making and dilemmas through case examples/vignettes. Encourage and foster an open class environment that facilitates lively discussion. Be available to answer your questions in class, by email, and by appointment (this doesn’t mean solving dilemmas for you though!). Provide fair evaluation. Adhere to this syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible as well as on CourseLink.

**Schedule**

Class	Date	Topic	Reading and Applicable Assignments
1	Sept 13 (90 min class)	Introduction. CPA code of ethics in context.	<ul style="list-style-type: none"> <li>o Gauthier et al (2010). The Universal Declaration of Ethical Principles for Psychologists: A Culture-Sensitive Model for Creating and Reviewing a Code of Ethics. <i>Ethics &amp; Behavior, 20(3)</i>, 179-196. <u>**Only p. 179-186 is required reading.</u></li> </ul>
2	Sept 27*	Respect for the Dignity of Persons and Peoples	<ul style="list-style-type: none"> <li>o CPA Code of Ethics (focus on Principal I)</li> <li>o Complete <a href="http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel">TCPS-2 Tutorial Course on Research Ethics (CORE)</a>: <a href="http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel">www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel</a></li> </ul>

3	Oct 4*	Responsible Caring and Integrity in Relationships	<ul style="list-style-type: none"> <li>○ Review Principle II CPA Code</li> <li>○ Review Principle III CPA Code</li> <li>○ <a href="https://www.insidehighered.com/views/2015/07/21/essay-why-scholarly-ethics-codes-may-be-likely-fail">Why Ethics Codes Fail</a>, L. Stark: <a href="https://www.insidehighered.com/views/2015/07/21/essay-why-scholarly-ethics-codes-may-be-likely-fail">https://www.insidehighered.com/views/2015/07/21/essay-why-scholarly-ethics-codes-may-be-likely-fail</a></li> <li>○ <a href="http://chronicle.com/article/The-One-Email-That-Explains/231597/?cid=at&amp;utm_source=at&amp;utm_medium=en">The One Email that Explains Why Three APA Officials Had to Go</a>: <a href="http://chronicle.com/article/The-One-Email-That-Explains/231597/?cid=at&amp;utm_source=at&amp;utm_medium=en">http://chronicle.com/article/The-One-Email-That-Explains/231597/?cid=at&amp;utm_source=at&amp;utm_medium=en</a></li> </ul> <p>[Note: I would much prefer to assign the executive summary of the Hoffman report and I do suggest that you read it but it is not required given its length – 72 pages for an executive summary!]</p>
4	Oct 25*	Responsibility to Society	<ul style="list-style-type: none"> <li>○ Review Principle IV CPA Code</li> <li>○ Kakkad (2005)<sup>1</sup>. A new ethical praxis: Psychologists' emerging responsibilities in issues of social justice. <i>Ethics &amp; Behavior</i>, 15(4), 293-308.</li> </ul>
5	Nov 8*	Focus: Ethical Issues in Research and Teaching  Guest Lecture – Sandra Auld, REB	<ul style="list-style-type: none"> <li>○ Salaam &amp; Brown (2013). Ethical dilemmas in psychological research with vulnerable groups in Africa. <i>Ethics &amp; Behavior</i>, 23(3), 167-178.</li> <li>○ Pittenger (2003)<sup>2</sup>. Intellectual freedom and editorial responsibilities within the context of controversial research. <i>Ethics &amp; Behavior</i>, 13(2), 105-125.</li> </ul>
6	Nov 22*	Focus: Ethical Issues in Treatment / Consultation / Practice	<ul style="list-style-type: none"> <li>○ Tunick, Mednick, &amp; Conroy (2011). A snapshot of child psychologists' social media activity: Professional and ethical practice implications and recommendations. <i>Professional Psychology: Research and Practice</i>, 42, 440-447.</li> <li>○ Pipes et al. (2005)<sup>3</sup>. Examining the personal-professional distinction. <i>American Psychologist</i>, 60, 325-334.</li> </ul>

\* Reflection Paper possible due date (3 must be submitted)

<sup>1</sup> Interestingly, I have had trouble finding a more recent overview paper like this one. For those who are interested, here are two other relevant papers (but not ideal for our purposes):

Vasquez, M. J. T. (2012). Psychology and social justice: why we do what we do. *American Psychologist*, 67, 337-346. Walsh, R. T. G. (2015). Bending the arc of North American psychologists' moral universe toward communicative ethics and social justice. *Journal of Theoretical and Philosophical Psychology*, 35, 90-102.

<sup>2</sup> I encountered a similar problem for the Pittenger paper. Here are some other relevant, though not "spot on" resources: Glerup, C. (2015). [Organizing science in society, Doctoral Dissertation](http://openarchive.cbs.dk/handle/10398/9128), <http://openarchive.cbs.dk/handle/10398/9128>. Evans, N. G. (2010). [Speak no evil: Scientists, responsibility, and the public understanding of science](http://link.springer.com/article/10.1007/s11569-010-0101-z). 4, 215-220, <http://link.springer.com/article/10.1007/s11569-010-0101-z>.

<sup>3</sup> Same issue as above. If interested, see also: Haeny, A. M. (2014). Ethical considerations for psychologists taking a public stance on controversial issues: The balance between personal and professional life. *Ethics & Behavior*, 24, 265-278. Knapp, S. et al. (2013). Professional decisions and behaviors on the ethical rim. *Professional Psychology: Research and Practice*, 44, 378-383.

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
TCPS-2 Tutorial Course on Research Ethics	September 26 <sup>th</sup> 2016 11:59 pm	5	1, 2, 5
Reflection papers	Classes 2-6 (must submit 3 papers; if submit 4 then best 3 marks will be used)	30	3, 5
Class participation	Throughout (includes effort in small group work)	25 total - 1 <sup>st</sup> half: 10 (feedback to be given by Oct 7 <sup>th</sup> via Courselink) - 2 <sup>nd</sup> half: 15	1-4
Paper: Vignette & Ethical Decision Making Process	December 2 2016 11:59 pm	40	1, 2, 4

### Class Participation:

You are expected to attend and to contribute to the discussion in all classes. Your class participation includes both discussions as well as thoughtful contributions to the case work that we will complete in class. The mark will be broken down into the first half (worth 10%) and second half (15%).

### Completion of [TCPS-2 Tutorial Course on Research Ethics \(CORE\)](http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/):

<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

The TCPS-2 Tutorial CORE is an excellent overview of the TCPS-2. The TCPS-2 applies to all researchers in Canada who receive funding from any of the tri-councils (NSERC, CIHR, SSHRC) and is consistent with the expectations of our Research Ethics Board at the University of Guelph. Some REBs have moved to requiring research staff involved with a project to complete this course as part of ethical approval. Time to completion varies but I know undergraduate students who have completed it in ~2.5 hours. Class 1 will be shortened to 90 minutes to provide you with about half the time you will need to complete the tutorial. The website has step by step instructions for completing the tutorial.

### **Reflection and Discussion Papers:**

These reflection papers are designed to challenge you to make connections between the assigned readings and your research/practice/teaching in psychology and use your critical thinking skills. As time permits, these papers will also form the basis of our discussions in class as you will end each reflection paper with **\*\*one to two questions\*\***.

Guidelines for writing the reflection papers: These are not simply summaries of the readings. Instead, I want to hear from you: focus on the logical extensions of the issues/principles/articles and the implications (positive and negative) it may hold for your research, teaching, and practice. You need to demonstrate a thoughtful analysis of at least some aspect of the assigned readings – you don't have to discuss every reading (but you can!) as long as you sufficiently explore the reading you select. Please note that this does not mean you don't have to read the other papers – you do! A successful reflection paper will be thoughtful, insightful, and organized; the majority of your mark will come from substance rather than style. Don't stress too much about perfect style and grammar – if you can demonstrate that you have read and thought critically about the reading, you will get a good mark. Examples and consideration of multiple points of view may enhance the paper. You are not required to disclose any personal ethical issues that you have faced previously or currently face. Rather, below are some questions that you may consider answering in your reflection papers:

- How do the issues raised in the reading relate to your work/life?
- How are the readings helpful/not helpful for your development in psychology?
- What kind of situations might you encounter in your own work which might result in ethical dilemmas?
- Do you agree or disagree with the author/code/principle etc.?
- If you could suggest changes to the principles/codes explored, what would they be (major or minor)? Does something need to be added? Taken away? Why?
- Does anything surprise you?
- Are there specific articles or sections that you find vague? Problematic? Need expansion? For each issue, you should identify the particular section/wording etc., why you find it problematic, and what you would do to change it.
- Do you see any inconsistencies between readings (of the same week or other readings you have completed)?
- What parts do you find helpful/useful?

- Do you have any unanswered questions after completing the reading?

Each paper should be between 250 and 400 words. Don't forget the 1-2 discussion questions at the end! These papers are due Classes 2 through 6. You must hand in 3 papers but if you choose to hand 4, then the top 3 will be chosen. The marking guide is at the end of the syllabus.

### **Vignette and Ethical Decision Making Process Paper:**

The purpose of this assignment is to demonstrate your application of the CPA Ethical Decision-Making Process for an ethical dilemma. The dilemma will be selected in consultation with me so that it is relevant to your area of research and/or practice/teaching/consultation. In a written paper which is not to exceed 15 double spaced pages, you will document each step (1-10) in your application of the CPA Ethical Decision-Making Process. I have uploaded pdfs of relevant excerpts from the CPA Code of Ethics 3<sup>rd</sup> Edition Companion Manual to Courselink: 1) application of the decision making process to four example ethical dilemmas; 2) a listing of ethical dilemmas to choose from for your paper. The format of your paper is to mimic the examples in the CPA Code of Ethics 3<sup>rd</sup> Edition Companion Manual. Feel free to use tables if that formatting is helpful to you (and me!). While rampant spelling and grammatical issues are not encouraged, the majority of your mark will come from your thoughtful consideration of the ethical dilemma and application of the decision-making process. Please see marking guide at the end of the syllabus.

### **Course Resources**

#### **Required Texts:**

The readings are to be completed prior to class so that you will derive maximum benefit and can meaningfully contribute to class discussion (please also note that the Reflection Papers outlined below will be based on assigned readings).

1. [Canadian Psychological Association \(2016\). Canadian Code of Ethics for Psychologists Draft 4<sup>th</sup> Edition.](http://cpa.ca/docs/File/Ethics/CPA_Code_March2016FINALDraftDIST.pdf) Ottawa: Author.
2. [The Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans – 2<sup>nd</sup> Edition](http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/) (TCPS-2) can be found online: [www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/](http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/) The [tutorial course for the TCPS-2](http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/) that you are asked to complete: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>
3. Other readings from various sources (listed in the class schedule). The majority of the articles are available through e-journals through the U of Guelph system. They have all been placed on reserve through the ARES system as well.

#### **Other Resources:**

Lecture notes (as applicable) will be posted on Courouselink by 11:59 pm the day before the scheduled class. A copy of this syllabus and other course materials are also posted.

## **Course Policies**

### **Grading and Submission Policies**

Explicit marking guides have been given for your written. The following table summarizes due dates, manner of submission, and late penalties for the written submissions.

<b>Assignment</b>	<b>Due Date</b>	<b>Manner of Submission</b>	<b>Late Penalty</b>
TCPS-2 Tutorial Course on Research Ethics	September 26 <sup>th</sup> 2016 11:59 pm	Courselink Dropbox (certificate)	- 3 points immediately. 3 additional points taken off for each day of lateness.
Reflection papers	Beginning of class (i.e., 11:30 am) on given week	Hard copy to me  Need to submit 3 (or maximum of 4 and top 3 will be chosen)	- 3 points immediately. 3 additional points taken off for each day of lateness.
Paper: Vignette & Ethical Decision Making Process	December 2 2016 11:59 pm	Courselink Dropbox	- 3 points immediately. 3 additional points taken off for each day of lateness.

### **Your Role and Responsibilities:**

Be an engaged learner. Complete the reading assignments and come prepared for class. Speak up! Offer your opinion. Active discussion and learning from each other are very important for this class. I encourage healthy debate in our discussions but you must also be respectful of other members of the class. Sit with the discomfort of not being able to have a “cookie-cutter approach” to ethics in which there is a sole "correct" way to address an ethical dilemma - it would not be a dilemma if this was the case! Put thought and effort into your course work.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: [Grounds for Academic Consideration](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph 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 need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the [Graduate Calendar](#).

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

**Course Evaluation Information:** Please refer to the [Course and Instructor Evaluation Website](#)

**Drop date:** The last date to drop one-semester courses, without academic penalty, is November 4, 2016. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Graduate Calendar](#).

## **Additional Course Information**

### **Marking Guide: Reflection Paper**

- Clearly demonstrates having read the paper(s) /3 points
- Thoughtful, in-depth consideration/critique of reading including connecting the reading with own training/practice/research/development in psychology /10 points
- Question(s) well-designed to elicit thought/discussion from class /2 points

Total: /15 (each worth 10% of Final Grade = /30%)

### **Marking Guide: Vignette and Ethical Decision Making Process Paper**

**Step 1:** Appropriate identification of the individuals/groups involved; inclusive without being “catch-all”. Clear connection for why these individuals were included. /5

**Step 2:** Identification of appropriate relevant ethical issues, standards, practices. Clear indication of why each is important. /16

**Step 3:** Thoughtful consideration of how biases and self-interest; clearly connected to the vignette. /5

**Step 4:** Detailed enough consideration of alternative that are ruled out (i.e., providing rationalization for why not reviewing this alternative); reasonable exploration of potential courses of action. /10

**Step 5:** Thorough risk/benefit analysis for courses of action. /10

**Step 6:** In justifying course of action, thorough consideration is given to all Principles involved. /5

**Step 7 through 9:** Thorough consideration of related issues. /3

**Step 10:** Outline of ways to proactively reduce similar ethical issues in the future that are tied to the vignette. /6

Total: /60 (worth 40% of Final Grade = /40)