

PSYC*6880 - Ethical Issues in Psychology

Winter 2026 Course Outline

Section: 01

Credits: 0.25

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

Relevant issues in the application of professional ethical standards to the practice of psychology, including consultation, field research, intervention, and decision-making models are discussed in this half course. Depending on the particular faculty and students involved, discussion emphasizes specific applications to I/O, applied social, clinical child and adolescent psychology or neuroscience and applied cognitive science.

Restriction(s): Restricted to Psychology students.

Department(s): Department of Psychology

Course Description

This is a general ethics course designed to sensitize psychology 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. We take a practical and real world approach that explicitly considers issues of social justice, equity, diversity, and inclusion: ethical issues and dilemmas are considered in the context in which they arise (e.g., cultural, social, political, historical) with concomitant exploration of our own positionality, biases, and context. 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 a combination of assigned readings, lectures, videos, group and individual case (vignette) studies, discussions, presentations and peer consultations, reflection papers, and a major paper. The assigned readings/tutorials will consist 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. Choice is explicitly built into the course to meet individual student needs and interests including the reflection papers (when and how many reflection papers are submitted, topic focus), choices of topics for readings for 2 of the 6 classes, and choice of case study (vignette) for the major paper.

Lecture Schedule

Wed 8:30am-11:20am in GRHM*2302 (1/5 to 4/21)

6 Wednesday mornings in the winter term: 1) January 14; 2) January 28; 3) February 11; 4) February 25; 5) March 11; and 6) March 25. Classes run 8:30-11:20 am.

Instructor Information

C. Meghan McMurtry

Professor

Email: cmcmurtr@uoguelph.ca

Office: MacKinnon Extension Room 4004

Office Hours:

11 am - noon Tuesdays

Additional Support

I encourage you to ask questions about the course and the assignments. Whenever possible, please ask these questions **during class** so that your classmates can also benefit and communication is consistent. If you would like to have a one-on-one conversation, please see me **during my office hours**.

Textbooks

Group	Title	Author	ISBN
Required	Companion Manual to the Canadian Code of Ethics for Psychologists	Canadian Psychological Association	
Required	Various readings	see schedule	

Learning Resources

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 are based on assigned readings).

Required Resources

- Canadian Psychological Association (2017). Companion Manual to the Canadian Code of Ethics for Psychologists. Ottawa: Author.
 - The Companion Manual is available in the bookstore and you can also order it online here: <https://cpa.ca/aboutcpa/committees/ethics/companion/>
 - N.B.: although the Canadian Code of Ethics for Psychologists is available for free (https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf), the Companion Manual provides a number of critical resources for both this class and for your professional development generally.
- The Tri-Council Policy Statement on Ethical Conduct for Research involving Humans – 2nd Edition (TCPS-2; 2022) can be found online: https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html The tutorial course for the TCPS-2 that you are asked to complete: <https://tcps2core.ca/welcome> (<https://tcps2core.ca/welcome/>)
- 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 are all on reserve through the ARES system as well.

Course Resources

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

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
Companion Manual to the Canadian Code of Ethics for Psychologists	Required	56.25

The cost of the required text for this course, (Companion Manual to the Canadian Code of Ethics for Psychologists), is \$56.25 at the campus bookstore. Students are welcome to use second-hand copies of the textbook or purchase the textbook from alternate locations. The prices in other locations may differ from that at the bookstore and prices at the bookstore are subject to change.

N.B. Although the Canadian Code of Ethics for Psychologists is available for free (https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf), the Companion Manual provides a number of critical resources for both this class and for your professional development generally.

Library Course Reserve (Ares)

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials \(https://www.lib.uoguelph.ca/find/course-reserves-ares/\)](https://www.lib.uoguelph.ca/find/course-reserves-ares/).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621 | Email: libres2@uoguelph.ca | Location: McLaughlin Library, First Floor, University of Guelph

Course 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 (4th edition) and the Tri-Council Policy Statement on Ethical Conduct for Research involving Humans (2nd edition).
2. Conceptualize common ethical dilemmas which occur during the practice of psychology (research, teaching, supervision, practice, etc.).
3. Interpret major ethical concerns/concepts (e.g., presented through the assigned readings) in the context of their own professional behaviour/training/context.
4. Apply the 10-step CPA Ethical Decision-Making Process to ethical dilemmas which includes considering the context in which the dilemma arose (e.g., sociopolitical, cultural, historical) as well as one's own positionality, biases, and context.
5. Engage in basic consultation (seeking and providing) regarding ethical dilemmas.
6. Demonstrate appropriate academic independence, tolerance of a degree of uncertainty, personal organization, and time management in completing assigned course tasks.

Schedule

* Eligible for a reflection Paper. A total of 2 reflection papers must be submitted with at least 1 submitted before class 4.

Class	Date	Topic	Reading and Applicable Assignments
1	Jan 14	Introduction. CPA code of ethics in context.	1. Sinclair (2020). Developing and revising the Canadian Code of Ethics for Psychologists: Key differences from the American Psychological Association code. <i>Ethics & Behavior</i> , 30(4), 249-263. 2. selections from 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 & Behavior</i> , 20(3). ONLY READ pages 179-186 (before Principle I); bottom of p. 190-191 (before closing remarks); appendix

2	Jan 28*	Respect for the Dignity of Persons and Peoples (I) and Responsible Caring (II)	<p>1. CPA Code of Ethics (read all but pay special attention to Principal I and II)</p> <p>2. Sinclair & McMurtry (2022). Social justice and the Canadian Code of Ethics for Psychologists. <i>Psynopsis</i>, 44(2), 25-26. https://cpa.ca/docs/File/Psynopsis/2022/Psynopsis_Vol44-2.pdf</p> <p>3. Complete TCPS-2 Tutorial Course on Research Ethics (CORE) https://tcps2core.ca/welcome (https://tcps2core.ca/welcome/)</p>
3	Feb 11*	<p>Indigenous Peoples in Canada, colonialization, and Psychology</p> <p>-----</p> <p>Ethical Issues in Research Part I Guest lecture: Katelyn Wadleigh, Manager, Research Ethics</p>	<p>1. Mosby (2013). Administering colonial science: Nutritional research and human biomedical experimentation in Aboriginal communities and residential schools, 1942-1952. https://muse.jhu.edu/article/512043 (https://muse.jhu.edu/article/512043/)</p> <p>2. Psychology's Response to the Truth and Reconciliation Commission of Canada's Report https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf</p> <p>-----</p>
4	Feb 25*	Integrity in Relationships (III) and Responsibility to Society (IV)	<p><i>Come prepared for questions for Katelyn from the REB!</i></p> <p>1. <i>REVIEW: Principle III & IV CPA Code</i></p> <p>2. Pope (2016). The code not taken: The path from guild ethics to torture and our continuing choices. <i>Canadian Psychology</i>, 57, 51-59.</p> <p>3. Fabricius et al. (2025). Data ethics and the <i>Canadian Code of Ethics for Psychologists</i>. <i>Canadian Psychology</i> (online first).</p> <p>[OPTIONAL: Military psychologist says harsh tactics justified. (2009). <i>All things considered</i>. <i>National Public Radio</i>. https://www.npr.org/templates/story/story.php?storyId=103787285]</p>

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Mar 11*
[online class via zoom]

Focus: Ethical Issues in Treatment /
Consultation / Practice
Ethical decision-making process
consultation

1. Group members chosen vignettes
2. Maranzan et al. (2018). Self-care and the Canadian Code of Ethics: Implications for training in professional psychology. *Canadian Psychology, 59*(4), 361-368.
3. Patel (2019). Human rights-based approach to applied psychology. *European Psychologist, 24*(2), 113-124.
[OPTIONAL:
- video presentation by Mr. Ed Sackaney and Dr. David Dantos
- Allyship, Reconciliation and the Profession of Psychology CCPPP <https://www.youtube.com/watch?v=PWvEI27gjSg> (<https://www.youtube.com/watch?v=PWvEI27gjSg>)
- ppt presentation by Dr. Amanda Maranzan on ethical and professional considerations of social media use (clinical focus) <https://ccppp.ca/resources/Documents/National%20Seminar%20Series/CCPPP%20National%20Training%20Seminar%20Series%20-%20Social%20Media%20-%20June%2018,%202021.pdf>]
OR instead of #2 and 3: choose your own adventure! Speak to me before the end of the February 25th class if you would like to read and respond to a reading(s) on a specific topic such as: ethics of self-care; medical assistance in dying; forensic psychology; potentially harmful therapy; dealing with impaired caregivers; boundary issues or multiple relationships; comparing the APA vs. CPA codes, etc.

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Mar 26*

[catch up as needed]
Focus: Ethical Issues in Research
(Part II) and Teaching
Wrap Up

1. Roberts (2015). Ethical issues in conducting qualitative research in online communities. *Qualitative Research in Psychology*, 12(3), 314-325.
OR TCPS-2 (2022) Chapter 10: Qualitative Research. https://ethics.gc.ca/eng/tcps2-eptc2_2022_chapter10-chapitre10.html

2. Talbert (2018). Beyond data collection: Ethical issues in minority research. *Ethics & Behavior*, 29(7), 531-546.

3. Fulton & Dacombe (2025). Giving psychology away: Ethical knowledge mobilization. *Canadian Psychology (online first)*.
OR instead of #1, 2 and 3: choose your own adventure! Speak to me before the end of the March 11th class if you would like to read and respond to a reading(s) on a specific topic related to research such as: deception; debriefing; open data; research with Indigenous populations; ethics in organizations; humanitarian aid work; multiple relationships; risks for researchers in conducting research. Or related to teaching such as: supervision, multiple relationships, class credit for research participation.

Teaching and Learning Activities

Format of the Class

The format of the class meetings is a combination of short lectures with discussion-based, active learning in both large and smaller groups. The background required to understand the lectures and to participate in the discussions and activities is achieved through assigned readings as well as knowledge gained in earlier classes. In class, we will discuss ethical issues and practice addressing ethical dilemmas through case studies (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 nuanced rather than clear-cut "right and wrong" 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 studies (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.

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.

Assessment Breakdown

Description	Weighting (%)	Due Date
TCPS-2 Tutorial Course on Research Ethics	5%	Jan 30, 2026 at 11:59 pm
Class Participation	15%	- 1st half classes 1-3 (7.5%) feedback given by Feb 18 - 2nd half classes 4-6 (7.5%)
Reflection Papers	30%	Throughout: must submit 2 papers with at least 1 submitted before class 4. If submit 3 papers over the term, then best 2 marks will be used. Reflection papers for the given week are due by the prior Friday night at 11:59 pm (e.g., a reflection paper for class 3 is due by Feb 6 th at 11:59 pm).
Ethical Decision-Making Process Consultation	20% - 10% on your presentation - 10% on your performance as a consultant	March 11, 2026 in class
Ethical Decision-Making Process Documentation	30%	April 7, 2026 at 11:59 pm

Assessment Details

Assignment

TCPS-2 Tutorial Course on Research Ethics (CORE)

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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 which requires research staff involved with a project to complete this course as part of ethical approval. Time to completion varies but is typically estimated at ~3-4 hours for the 2022 version. The website has step by step instructions for completing the tutorial. If you have already completed this tutorial since January 2025, you may submit your certificate to meet this course requirement. If you have completed the course prior to January 2025, please review each section and send me a screen shot of your progress/reviews (as you review each section, it will be indicated). Submission is via Courselink Dropbox.

Participation

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 studies (vignettes) that we will complete in class. The mark will be broken down into the first half (worth 7.5%) and second half (7.5%). For both the first and second half, your mark will be calculated from a combination of instructor (me!) assigned marks as well as small group self and peer ratings.

Participation Rubric (0 to 5)

0: Does not participate in large group discussions nor in small group work during class. May derail discussion in small group work by frequently talking about topics unrelated to the topic at hand.

1: Low involvement in discussions. Responds when called on but response shows inadequate preparation/knowledge of the material. No initiative demonstrated via unprompted participation. Little to no involvement in small group discussions; involvement is basic in nature and doesn't advance the topic/group understanding. May derail discussion in small group work by talking about topics unrelated to the topic at hand.

2: Sporadic involvement in discussions. Responds when called on but response is vague or tangential and doesn't demonstrate preparation or knowledge of the material. Very little initiative demonstrated through unprompted participation. Minimal on-task involvement in small group discussions; contributions to the group discussion generally focuses on basic facts, rather than advancing the topic/group understanding.

3: Moderate involvement in discussion, including unprompted participation. Demonstrates adequate preparation: knows basic facts from readings and typically offers straightforward information (e.g., straight from the case or reading), without elaboration. Occasionally shows evidence of trying to interpret, critically analyze, or make connections with other course material. Moderate on-task involvement in small group discussions with limited demonstration of advancing the topic/group understanding.

4: Moderate to high involvement in discussion, including unprompted participation. Demonstrates good to very good preparation: knows basic facts well and regularly shows evidence of trying to interpret, critically analyze, or making connections with other course material. Moderate to high on-task involvement in small group discussions with regular demonstrations of advancing the topic/group understanding.

5: Consistently high involvement in discussion, including unprompted participation (without dominating). Demonstrates excellent preparation: knows basic facts well and consistently shows evidence of interpretation, critical analysis, and focused connections with other course material. Consistently responds to other students' points in a thoughtful manner, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Consistently high on-task involvement in small group discussions (without dominating) helping to lead a focused analysis which advances the topic/group understanding.

Assignment

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 as long as you sufficiently explore the reading(s) 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. N.B.: Illustrative examples, consideration of multiple points of view, and solutions to barriers/issues you identify will 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.? Why? If you disagree, then what is another solution/approach that you would recommend?
- Did the arguments resonate with you or make you uncomfortable? Why?
- Were there any biases or assumptions embedded in the work?
- 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?

The main text of each paper should be between 400 and 600 words; the discussion questions are not included within the word limit. These papers are due the Friday before the relevant class by 11:59 pm. You must hand in 2 papers but if you choose to hand in 3, then the top 2 will be chosen. One paper must be submitted prior to class 4. Submission is via Courselink Dropbox.

Reflection Paper Rubric

Note: no main text beyond the 600-word limit will be read or marked for the reflection piece.

REFLECTION: /10

- **9-10** -Demonstrates exceptional depth (e.g., considers multiple points of view) and insight in reflecting on the topic. Clearly demonstrates having read the paper(s) and connects the reading with their own views/training/practice/research/development in psychology using specific, well chosen example(s). An appropriate breadth is expertly balanced with depth yielding a paper which reflects well on one or more aspects of the assigned reading(s).
- **7-8** -Demonstrates excellent depth (e.g., moves beyond a single perspective) and insight in reflecting on the topic. Solid demonstration of having read the paper(s) and connects the reading with their own views/training/practice/research/development in psychology with an occasional example. Some breadth is apparent and depth is achieved on topic(s) selected to explore.

- **5-6** -Demonstrates good depth and insight in reflecting on the topic. Some demonstration of having read the paper(s) and connects the reading with their own views/training/practice/research/development in psychology but connections are somewhat vague. Breadth is apparent but little depth – exploration borders on superficial.
- **4** -Demonstrates some insight in reflecting on the topic. Superficial or no demonstration of having read the paper(s). No connections between the reading and their own views/training/practice/research/development in psychology.
- **0-3** - Paper regurgitates information from the reading(s) but does not engage in any reflection. OR paper is off topic and does not demonstrate any connection with the reading(s).

QUESTIONS:

- **4-5** – Questions are well designed to elicit discussion from the class – they are accessible yet are capable of evoking a range of responses, rather than simple superficial answers.
- **2-3** – Questions are reasonably well put together and could evoke some discussion but are somewhat superficial or simplistic in nature.
- **1** – Questions are straightforward and/or are not related to the readings or the reflection.
- **0** – No questions are provided.

OVERALL GRADE:/15

Ethical Decision-Making Process Case Study (Vignette)

20+30 = 50

Ethical Decision-Making Process Case Study (Vignette): The overall aim of this aspect of the course is to demonstrate your application of the CPA Ethical Decision-Making Process in addressing an ethical dilemma. You will choose an ethical dilemma vignette from the CPA Code of Ethics Companion Manual. The dilemma will be selected in consultation with me so that it is not legislation-dependent and is relevant to your area of research and/or practice/teaching/consultation. You will use this same vignette for the related ethical decision-making assignments outlined below.

1. Ethical Decision-Making Process Consultation (worth 20% of your final grade):

There are two objectives. The first is to seek consultation regarding an ethical dilemma; this requires identification of biases/self-interest, succinct exploration of the major issues present within an ethical dilemma in their context, outline of the most reasonable courses of action with advantages and disadvantages, and solicitation of feedback from your peers. The second is to offer effective consultation regarding an ethical dilemma to your peers; this requires the provision of clear positive and constructive feedback in a professional manner. You will work in groups that are formed by me; each member of the group will have a unique vignette.

When you are seeking consultation for your ethical dilemma, you will have a maximum of 12 minutes to present your dilemma, highlight the major issues (i.e., through the principles and key standards) present in their context, and what you have selected as your most reasonable course(s) of action and why (advantages and disadvantages). Then, you will have 15 minutes to seek feedback from your peers on any particular questions or issues with which you are struggling and get general feedback from them. In addition to provision of feedback, your peers will each mark you on your presentation and solicitation of feedback as follows:

- Clear identification of relevant biases/self-interest /3
- Succinct exploration of the major issues present in the vignette with consideration to the context in which they arose /10
- Reasonable courses of action presented with advantages and disadvantages /10
- Organized solicitation of feedback /7

When you are acting as a consultant for your peers, you will come prepared to the March 11 class having read each of your group members' chosen vignettes. You will listen carefully to each person's presentation, ask relevant questions, and provide constructive, professional feedback in two formats: orally within the 15-minute discussion period and in a written form by responding to a series of questions – later, your answers will be shared with the presenting peer.

- What were the two strongest aspects of the presentation?
- What two things should the presenter focus on improving for their written documentation in resolving this ethical dilemma? (e.g., did they miss any crucial ethical standards or biases or contextual issues? Were the courses of action unclear? Did they provide unnecessary extraneous detail?)
- [Each presentation will also be marked according to the rubric above]

Each presenter will provide each consultant with a mark on the quality of their consultation and feedback as follows:

- Oral questions and feedback were relevant and clear /5
- Written feedback was specific/clear and high in quality /10
- Tone of the feedback (oral, written) was professional and cordial /5

2. Ethical Decision-Making Process Documentation (worth 30% of your final grade):

When you face an ethical dilemma in your professional life, you are expected to engage in “an ethical decision-making process that is explicit enough to bear public scrutiny” (CPA, 2017, p. 5). Documentation of your application of the CPA Ethical Decision-Making Process is a logical way to meet this expectation. This assignment is designed to build upon your peer consultation above, in providing you practice with just such an activity. In a written paper, you will document steps 1-6 and 10 in your application of the CPA Ethical Decision-Making Process. The format of your paper will follow the examples in the CPA Code of Ethics 4th Edition Companion Manual, including using the Code Chart in step 2a, and tables for step 2b and 5. 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. Given the purpose of the assignment is to practice documentation that would bear public scrutiny and to prepare you for undertaking this activity in your professional life, brevity must be balanced with sufficient depth. The marking guide is given below. There is no minimum number of pages required but the maximum number of pages is 11 (single spaced throughout), beyond which I will not mark.

Instructions and Marking Guide: Ethical Decision-Making Process Documentation

Step 1: Appropriate identification and clear justification of the individuals/groups involved; inclusive without being “catch-all”. /5

Step 2: Identification of ethically relevant issues and practices, including the moral rights, values, wellbeing, best interests, and any other relevant characteristics of the individuals and groups involved, as well as the cultural, social, historical, economic, institutional, legal or political context or other circumstances in which the ethical problem arose. The identification of appropriate directly relevant ethical issues, standards, practices uses the Code chart (2a). Table following the format in the Companion Manual clearly and succinctly outlines your thoughts as to why each of the particular standards is important (2b) and also explicates your responses to the other aspects of this step. Your thoughts should provide sufficient depth (vs. being superficial) and demonstrate your understanding of important rather than extraneous details. /20

Step 3: Thoughtful, insightful consideration of biases, external pressures, personal needs, self-interest, or cultural, social, historical, economic, institutional, legal, or political context and background might influence the development of or choice between courses of action that are clearly relevant to the vignette. /8

Step 4: Sufficiently detailed consideration of any alternatives that are ruled out, providing rationalization for why you are not reviewing these alternatives; clear identification of the ~2 most reasonable potential courses of action. /10

Step 5: Thorough risk/benefit analysis for the most reasonable courses of action identified in Step 4. Risk/benefit analysis is concise yet substantive rather than superficial. /11

Step 6: Compelling, succinct justification of the chosen course of action which includes consideration of all Principles involved (you do not need to worry about laws and regulations for this assignment). /5

Step 7 through 9: Not applicable

Step 10: Brief outline of specific ways to proactively reduce similar ethical issues in the future. /6

Total: /65 (worth 30% of Final Grade)

Last Day to Drop Course

The final day to drop Winter 2026 courses without academic penalty is the last day of classes: April 06

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student’s transcript and will be calculated into their average.

Course Grading Policies

Explicit marking guides have been provided in the syllabus. The marking of each assignment starts at zero and marks are added as components are addressed. This may sound obvious but actually, people have made the incorrect assumption that their assignment starts out at perfect/100% and marks are deducted. The following table summarizes due dates, manner of submission, and late penalties for the submissions. Please see the calendar for Graduate Grade Interpretation (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-standings/>).

Assignment	Due Date	Manner of Submission	Late Penalty
TCPS-2 Tutorial Course on Research Ethics	January 30, 2026 at 11:59 pm	Courselink Dropbox (certificate)	- 1 point immediately. 1 additional point taken off for each day of lateness.

Reflection papers	11:59 pm the Friday before the relevant class. One must be submitted before class 4.	Courselink Dropbox Need to submit 2 (or maximum of 3 and top 2 will be chosen)	- 2 points immediately. 2 additional points taken off for each day of lateness.
Ethical Decision-Making Process Documentation	April 7, 2026 at 11:59 pm	Courselink Dropbox	- 5 points immediately. 5 additional points taken off for each day of lateness.

Additional Information

AI Use in this Course:

Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). But beware, depending on your settings, if you enter your assignment information into an AI tool, it could be stored for use by others. It is not necessary to document the use of AI for the permitted purposes indicated. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students build on their foundational skills in writing and critical thinking by practicing identification of relevant ethical and legislation guidance as well as substantive content creation without the support of AI.

Turnitin:

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

CSAHS Graduate Academic Misconduct Policy

The *Academic Misconduct Policy* is detailed in the Graduate Calendar. 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.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. 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.

Standard Statements for Graduate Courses

Academic Integrity

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 (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>) is outlined in the Graduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-accommodation-religious-obligations/>)

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>) dropping courses are available in the Graduate Calendar (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. (<https://wellness.uoguelph.ca/shine-this-year/>) The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for Academic Consideration (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/>).