

SANTA CLARA UNIVERSITY
Psychology Department
Fall 2005

ETHICS IN PSYCHOLOGY (PSYC 114)

Instructor: Thomas G. Plante, Ph.D., ABPP
Office: Psychology Department (Alumni Science 203)
Telephone, Fax, 408-554-4471 (Office), 408-554-5241 (Fax)
E-Mail & Web: tplante@scu.edu , www.scu.edu/tplante
Office Hours: before and after class or by appointment
Course Meeting Room: Daly 201
Course Meeting Times: Tuesdays and Thursdays, 1:45 pm - 3:30 pm

Required Reading:

- Texts: Rachels, J. (2003). The Elements of Moral Philosophy (Fourth Edition). NY: McGraw-Hill.
- Koocher, G., & Keith-Speigal, P. (1998). Ethics in Psychology (Second Edition). NY: Oxford University Press.
- Plante, T.G. (2004). Do the Right Thing: Living Ethically in an Unethical World. Oakland, CA: New Harbinger.

Additional readings:

- Plante, T.G. (1999). Ethical standards in contemporary clinical psychology. Contemporary Clinical Psychology. NY: Wiley.
- Plante, T.G. (1998). Teaching psychology ethics to undergraduates: An experiential model. Teaching of Psychology, 25, 284-285.

APA Ethics Code (2002). <http://www.apa.org/ethics/code2002.html>

Occasional additional readings presented as needed.

Course Evaluation:

Midterm Learning Probe 1:	Oct 20	100 points
Midterm Learning Probe 2:	Nov 17	100 points
Final Learning Probe:	Dec 8	200 points
Arrupe Center Reaction Paper	Dec 1	100 points
Class Participation and Scholarly Enthusiasm:		+

+ will improve course grade

Course Description: Ethics in psychology involves the role of ethical behavior and decision making in the field of psychology and related behavioral, medical, and social sciences (e.g., medicine, public policy, nursing, occupational therapy, physical therapy). In accordance with the University's statement of purpose, the course seeks to "prepare students to assume leadership roles in society through an education that stresses moral ...values..., seeks to answer ...'what should be'...and (promotes) justice...and the common good." Class topics include issues related to competence, integrity, professional, scientific, and social responsibility, respect for other's rights and dignity, concern for other's welfare and other topics. In addition to class lectures and discussions, students may participate in an Arrupe Center placement in order to learn about and reflect upon ethical issues and decision making in class and in a social service agency. Prerequisites include PSYC 1 or 2, 40, 43.

- Course Goals:**
- (1) To understand ethical issues and ethical decision making in the field of psychology and related fields.
 - (2) To provide a framework for understanding and thinking about ethical issues in psychology and other behavioral, social, and medical sciences.
 - (3) To provide the foundation for students taking additional courses and advanced training in psychology and other behavioral and social science fields.

Sequence of Topics and Readings:

Week 1 (Sep 20 & 22):	Introduction to Course & Introduction to Ethics	R# 1-6*, Plante 1998, P 1
Week 2 (Sep 27 & 29):	Methods and Perspectives in Ethical Decision Making	R 7-12, P 2
Week 3 (Oct 4 & 6):	Application of Ethical Decision Making to Psychology And Related Fields	K 1-2 Appendix A, Plante, 1999
Week 4 (Oct 11 & 13):	Competence & Integrity	K 3-4; P 3-4
Week 5 (Oct 18 & 20):	Professional & Scientific Responsibility Midterm Learning Probe 1: Thursday, Oct 20	K 10, 17; P 5
Week 6 (Oct 25 & 27):	Respect for People's Rights and Dignity	K 8-9; P 6
Week 7 (Nov 1 & 3):	Concern for Other's Welfare	K 6-7; P 7
Week 8 (Nov 8 & 10):	Social Responsibility	K 11-12
Week 9 (Nov 15 & 17):	Special Issues: Teaching, Research, & Practice Issues Midterm Learning Probe 2: Thursday, Nov 17	K 16, 5
Week 10 (Nov 29 & Dec 1):	Future Trends, Hot Topics, & Conclusions Reaction Paper Due: Thursday, Dec 1 at 1:45pm	P 8-9

* Please have readings completed during the first class session of each week.

R = Rachels book, **K** = Koocher & Keith-Speigal book, **P** = Plante book

NOTE: Final Learning Probe: Thur Dec 8th at 1:30pm

Additional Items:

1. Please note that make-up examinations are not possible. If you miss one of the midterm learning probes with an *excused* absence, the final learning probe will count for 300 rather than 200 points (400 points if both midterms are missed). Missing the final or failing to submit the term paper will result in being dropped or failed from the course. Learning probes will primarily be essay and will be graded using a curve (if needed).
2. The Arrupe placement reflection paper will be a 5 or so page reaction to your Arrupe placement. Grades for late papers will reflect a 10 points per day reduction. Please note that the paper will be due at the beginning of the last class.
3. Please be prompt to class. We will make every effort to begin and end each class on time.
4. If you would like to speak with me individually, please feel free to do so. Please try to schedule your visit during scheduled office hours. If it is impossible for you to attend office hours due to a class conflict, then please make an appointment rather than an unscheduled visit.
5. In keeping with the mission of the university, relating the course material to the "greater glory of God and to the common good" as well as helping to educate leaders with *competence, compassion, and conscience* will be integrated into class material where appropriate.
6. In order to make the most of this course (and your tuition dollar) please attend each class session, keep up with the assigned reading, and participate in class activities and discussions with scholarly vigor. To help you further in this noble endeavor, the following list of "Top 10 Ways to do Well in Ethics" is offered for your consideration.

Top 10 Ways to do Well in Ethics in Psychology

10. Think carefully about the material and your experiences at the Arrupe placement. Be reflective.
9. Try to apply the material to your life and the lives of your loved ones. Make it come alive.
8. Review the book chapters and your notes on a regular basis. Even 5 - 10 minutes each day to keep the material fresh is very helpful and minimizes stressful studying right before learning probes.
7. Be a practicing psychologist/doctor and take care of your mind and body. Don't cram or abuse caffeine (or other substances) and get enough sleep and food prior to learning probes.
6. Don't even think of cheating (especially at a fine Jesuit university). Academic honesty and integrity is fundamental to our mission. Cheating (including plagiarism) will result in being dropped or failed from the course and will be referred to the university at large for disciplinary action.
5. For each topic, concept, highlighted issue, etc. ask yourself the questions, "What's the bottom line? Why is this important? What's the big picture here? If I were the professor, why would I want students to know this?"
4. Write organized, readable notes in class highlighting the major points and concepts.
3. Keep up with the readings. Mass learning (i.e., cramming) just doesn't work (remember the memory chapter in Intro Psych?). Reading and studying a little at a time works in the long run. Besides, you'll be way ahead of the game if you have done the assigned reading before class.
2. Be an active learner. It pays off. Participate in class discussions, ask questions freely, and engage in the process! There is no such thing as a "dumb question."
1. Attend class! Don't be tempted to skip class and just photocopy someone's notes. There is no substitute for being there.

NOTE: This course was developed with grant support to the instructor from the James Irvine Foundation "Leaders for a Just World" program along with consultation from the Markkula Center for Applied Ethics, Professor Michael Myers, the Core Curriculum Committee, the Center for Student Leadership, and the Arrupe Center. The mission of the James Irvine Foundation "Leaders for a Just World" grant is to "educate leaders in the Jesuit tradition" as well as "create a learning environment that integrates rigorous inquiry, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world."

Ad Majorem Dei Gloriam

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.