SANTA CLARA UNIVERSITY
Psychology Department
Winter 2019

ETHICS IN PSYCHOLOGY (PSYC 114)

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Office Hours: Generally before and after class or by appointment
Course Meeting Room: Alumni Science 120
Course Meeting Times: Tuesdays and Thursdays, 2pm – 3:40pm

Required Reading:


APA Ethics Code also located at… http://www.apa.org/ethics/code/index.aspx#. Keep it by your bedside!!!

Additional readings may be provided during the class.

Course Evaluation:

<table>
<thead>
<tr>
<th>Course Evaluation</th>
<th>About 9-10 in total</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Midterm Learning Adventure 1:</td>
<td>Feb 5</td>
<td>100 points</td>
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<tr>
<td>Midterm Learning Adventure 2:</td>
<td>Mar 5</td>
<td>100 points</td>
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<tr>
<td>Final Learning Adventure:</td>
<td>Mar 19</td>
<td>200 points</td>
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<tr>
<td>Term Paper</td>
<td>Mar 14</td>
<td>100 points</td>
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<tr>
<td>Class Behavior, Participation, and Scholarly Enthusiasm</td>
<td>+</td>
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<td>Class Quiz</td>
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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., clinical/counseling psychology, 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. Suggested prerequisites include PSYC 1 or 2.

Learning Objectives: (from University Core Curriculum Requirements)

1.1 Be able to reason ethically by drawing on major ethical theories and traditions, (e.g. virtue ethics, feminist ethics, deontological or consequentialist theories); by normatively assessing individual, professional, and institutional decisions; and by articulating their personal engagement with the meaning of the right and the good. (Arts & Humanities, Ethical Reasoning, Critical Thinking)
1.2 Be able to analyze, critically evaluate, and apply major ethical theories and traditions to significant personal, professional, and institutional decisions. As part of such efforts, students will be able to articulate who they understand some central ethical concepts such as justice, happiness, the good, virtue, dignity, rights, and equality. (Arts & Humanities, Critical Thinking, Ethical Reasoning)

1.3 Be able to demonstrate appreciation of nuance and ambiguity, as well as clarity and precision, in their thinking and writing about moral problems, concepts, and ideals. (Critical Thinking, Complexity)

1.4 Reflect on their own ethical decisions and actions, on their roles as morally responsible members of the human community, and on what it means to be a good person. (Critical Thinking, Complexity)

**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:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 (Jan 8 &amp; 10):</td>
<td>Introduction to Course &amp; to Ethics</td>
<td>V#1-4*, P 1-2</td>
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<td>2 (Jan 15 &amp; 17):</td>
<td>Methods &amp; Perspectives in Ethical Decision Making</td>
<td>V 5-11, P 3-4</td>
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<tr>
<td>3 (Jan 22 &amp; 24):</td>
<td>Application of Ethical Decision Making to Psychology and Related Fields</td>
<td>V 12, K 1-3 &amp; APA Code</td>
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<td>4 (Jan 29 &amp; 31):</td>
<td>The 3 C's: Competence, Consent, &amp; Collaboration</td>
<td>K 4-5; P 5-6</td>
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<td>5 (Feb 5 &amp; 7):</td>
<td>Midterm Learning Adventure 1: Tues, Feb 5</td>
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<td>(Assessing Learning Objectives 1.1 – 1.4)</td>
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<td>For Feb 7: Boundaries</td>
<td>K 6; P 7-8</td>
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<td>6 (Feb 12 &amp; 14):</td>
<td>2 More C's: Confidentiality &amp; Commitment</td>
<td>K 7-8; P 9-10</td>
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<td>7 (Feb 19 &amp; 21):</td>
<td>Forensics and Assessment</td>
<td>K 9-10; P 11</td>
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<td>8 (Feb 26 &amp; 28):</td>
<td>Special Topics and Business Issues</td>
<td>K 11-12; P 12</td>
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<td>9 (Mar 5 &amp; 7):</td>
<td>Midterm Learning Adventure 2: Tues Mar 5</td>
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<td>(Assessing Learning Objectives 1.1 – 1.4)</td>
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<td>For Mar 7th: Education Ethics</td>
<td>K 13-14, P 13-16</td>
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<td>10 (Mar 12 &amp; 14):</td>
<td>Research Ethics, Future Trends, Hot Topics, &amp; Conclusions</td>
<td>K 15, P 17 &amp; Appendixes</td>
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<td></td>
<td>Term Paper Due: Thursday, Mar 14 at start of class</td>
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<td></td>
<td>(Assessing Learning Objectives 1.1 – 1.4)</td>
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* Please have readings completed during the first class session of each week (with the exception of the KV book where 2 chapters are assigned expect the first chapter on Tues and the second on Thur).


**NOTE:** Final Learning Adventure: Tues Mar 19th at 1:30pm (Assessing Learning Objectives 1.1 – 1.4)

**Additional Items**

1. **Laptops and cell phones.** Laptops and cell phones can be a significant distraction in class but many students who have a documented learning disability are allowed to use them as an educational accommodation. You’ll have to use your best judgement about using them in class and be mindful of the impulse and temptation to check email, Facebook, and watch cute kitten videos! We know that multitasking doesn’t work according to cognitive science research so be thoughtful about this issue if you want to get the most out of class and do well.

2. **Class Quizzes** will occur weekly on the reading material. They will generally include 3 questions asked in class. You are expected to answer 2 of the 3 correctly to pass the quiz. Less than 2 correct answers will result in a fail for the quiz. Responses should be made on *index cards* and handed in to the professor. You should have 10 index cards available for the class.
3. **Attendance.** You’ll be asked to sign in for each class period and attendance will be recorded. You are expected to be in class for at least 80% of the class sessions. Less than 80% (without doctor or coaches written statement) results in failing the class attendance and behavior portion of the grade.

4. **Expected classroom behavior.** Please note the following expectations regarding classroom behavior:
   
a. **Arrive on time.**
b. **Don’t pack up books and such before class is completed.**
c. **Turn off cell phones.**
d. **Use restrooms before and after class and during the mid-class break.**
e. **Don’t leave class once started (if you do, please don’t return that day).**
f. **If you miss class get notes from other students.**
g. **Read the textbook as required.**
h. **Participate in class discussions.**
i. **Cheating in any form won’t be tolerated and will result in being failed from the class.**

5. Please note that make-up learning adventures are not possible. If you miss one of the midterm learning adventure with an excused absence, the final learning adventure will count for 300 points rather than 200. Missing the final or failing to submit the term paper will result in being failed from the course. Learning adventures will primarily be short essay and/or multiple guess.

6. Term papers should also be handed in via Canvas in the Turn.it.in.com drop box. More about the paper will be discussed in class. Papers won’t be accepted after the final and will be reduced by 10 points per day after the due date. The paper should address a psychology ethics challenge that interests you and should be 12 pages long with 12 professional peer reviewed references other than the books used in class and written in APA style. The paper should provide the background of the ethical challenge that is the focus of your paper and then use ethical principles highlighted in class and the texts to problem solve the dilemma. The paper should include a title page, abstract page, body of paper, and reference page(s).

7. Please be prompt to class. We will make every effort to begin and end each class on time.

8. 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. Additionally, feel free to email me 24/7.

9. 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.

10. 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.
Other Matters from the University

Statements on Academic Integrity,
Disabilities Resources, Accommodations for Pregnancy and Parenting,
Discrimination and Sexual Misconduct, and In-Class Recordings

**Academic Integrity**

The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

> I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University’s academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

A note related to academic integrity: Faculty are encouraged to include additional information on academic integrity specific to the class. This might include specifying what constitutes plagiarism, what is acceptable collaboration on assignments, and when students will be asked to affirm or sign the Academic Integrity Pledge (e.g. tests, essays, etc.), or including a version of the pledge signed by the professor in the syllabus. Additional suggestions for promoting Academic Integrity in the classroom are available in the Faculty section of SCU’s Academic Integrity website: [scu.edu/academic-integrity/faculty](http://scu.edu/academic-integrity/faculty).

**Disabilities Resources**

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [http://www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours within the first two weeks of class.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

**Accommodations for Pregnant and Parenting Students**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often
arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

**Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at [http://bit.ly/2ce1hBb](http://bit.ly/2ce1hBb) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life [https://www.scu.edu/osl/report/](https://www.scu.edu/osl/report/) or anonymously through EthicsPoint [https://www.scu.edu/hr/quick-links/ethicspoint/](https://www.scu.edu/hr/quick-links/ethicspoint/)

**In-Class Recordings**

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.

*Ad Majorem Dei Gloriam*