

Course Overview and Objectives

Ethical concerns and decisions about privacy, fairness, harmful actions, and disrespect are increasingly important for psychologists, educators, researchers, administrators and business people. These issues come up in choosing a career path, in “marketing” oneself, in assessing one’s qualifications, and in relating to peers, teachers, employers and to the broader public and professional world. In this course, you will use an interdisciplinary framework to inquire into these types of ethical issues. This will heighten your ethical awareness provide resources to research, make decisions, and respond to those issues. This should help you will be more confident and competent to constructively address ethical issue in the course of routine professional matters. We have found that it will likely enhance your effectiveness and reputation as a professional and reduce costly mistakes. During the course, you will have the opportunity to:

- **Reflect** upon/identify ethical concerns/issues that you experience in professional settings
- **Constructively listen** to and speak with others about such concerns/issues.
- **Identify useful resources and people**, on an off campus
- **Conduct research** that clarifies and refines ethical thinking and decision making.
- **Critically think** about options for constructively converting your think and decision making into practical action
- **Appreciate potential benefits (and costs)** to enhance ethical awareness and inquiry

Texts: Bersoff, D.N. (2003) Ethical Conflict in Psychology, Washington, D.C.: American Psychological Association. (Denoted by B)

Sales, B.D. & Folkman, S. (2000). Ethics in Research with Human Participants, Washington, DC: American Psychological Association. (Denoted by S)

NUCASE Internet Resources: Click on StepForward and NUCASE resources (Library) <http://www.ethicaladvisory.com/nucase/>

ETHICAL AWARENESS and ANALYSIS

Date

Topic/Assignment

Jan 7

Introductions and Overview

Jan 11

Reflective Conversations: Identifying Common Ethical Issues

B:75-98, S:3-10, A. Weston, Ethics with a Heart (handout)

Homework Due: Identify what you think are the ethical concerns your fellow students experienced in dealing with ethical issues(see handout). Describe how it “feels” to have an ethical concern? What do ethical concerns have in common?

What are motivations for considering ethical concerns?

- Jan 14 **Homework Due:** Come prepared to share and hand in an example of an ethical issue/situation that you experienced and found challenging in the workplace, laboratory, business, etc. Describe the conditions under which it occurred, what occurred, the outcome for you and others and anything else that you think is important. We refer to this as your “personal case study”.
- Jan 18 **Ethical Codes & Guidelines: Development and Roles**
Violations of Power & Trust, B:249-251
Homework Due: Come prepared to share and hand in an example(s) of an ethical guideline, precept, code, that relates directly to your “personal case study”. You can find this type of “professional ethics” information on websites associated with professional organizations (e.g., APA) or perhaps your texts. See NUCASE webpages as a starting place.
- Jan 21 **Ethical Stakeholders & Ethics Education**
B: pp 123-139, pp 106-117 S: pp 97-105
Homework Due: Come prepared with a stakeholder, duty-based, virtue and cost-benefit analysis of your “personal case study”

ETHICAL THINKING & DECISION MAKING REGARDING:

- Jan 25,28 **“RESPECT”: Confidentiality, Autonomy, and Privacy & Interpersonal Boundaries**
B:pp155-164, S:pp 35-57
Limits of Confidentiality/Privacy: tarasoff
B:pp165-171, pp98-20
- Feb 1,4 **“HONESTY” Truthfulness, Competency, Deception, Plagiarism, Debriefing, Assent, Informed Consent, Dehoaxing, Desensitization, Genethics, Competency/Credentials**
Limits of informed consent/debriefing:
B:pp398-419, S: pp 35-73
Scientific Fraud/ Stampede of Zebras, Babbage
S:382-389
- Feb 8,11 **“DO NO HARM”: Benevolent Interventions, Duty to Warn, Personal Safety, Non-Maleficence, Ethical Professor**
Different styles of ethical Thinking: Drug
S: pp 429-441
Animal: Duty Based/Cost benefit

Handouts will be distributed

- Feb 15,18 **“JUSTICE”: Fair Treatment, Discrimination, and Welfare of Others**
Distributed and Procedural Justice, Authorship and Intellectual
Credit, Data Ownership, Data sharing
S:pp 7-8 , pp 75-9
Recruitment of Research Participants
S: pp 27-34
Related topics: Women and Minorities, Tuskegee Experiments

Feb 22, 25, Mar 8 **Research Proposals/Discussions by Team Members**
Homework Due: Research Proposal/Project Outlines due no later than Feb 22

- Mar 11, 15 **CONVERTING ETHICAL THINKING AND DECISION MAKING**
INTO PRACTICAL ACTION
(Assignment to be announced)

March 18,22,25,29, April 1, 5,8,12 **Presentations/Discussion**

Grades, Participation, Homeworks, Oral Presentation & Research Paper/Project

- *Grades:* Your final grade will be based upon “participation” throughout the entire semester, four homework assignments, your oral presentation, and a research report that is due on the last day of class. The following points will be assigned to your work with the designated grading scale used as **only an approximate** basis for assigning grades. A passing grade (D- or better) will require more than 170 points.

| Item | Points |
|---|------------|
| Homework 4@10 | 40 |
| Research Paper/Project | 80 |
| Research Project | 20 |
| Oral Presentation | 100 |
| Participation, Attendance, Preparedness | <u>100</u> |
| Total Points | 340 |

- *Participation:* This requirement has three parts: attendance, contribution to class discussion, and handing in homework assignments on time. If you contribute to class discussion by speaking, listening and being prepared, miss at most three classes, hand in all but one homework assignment on time, you will received full “participation” credit. Anything other than full participation credit will be up to the Professor’s discretion. Full participation credit can have the effect of increasing your grade by one-half point (e.g., C+ to B-). Participation is particularly important in a seminar format that relies on individuals contributing to group discussion.

- *Homework Assignments:* All assignments must be handed-in the weeks that they are due to receive **any** credit. **All assignments can be no longer than one typed page. Longer ones will not be accepted.**
- *Oral Presentations:* During the final weeks of the course, everyone will give a half-hour, oral summary and discussion of their research paper and project to the class. Presentations will be evaluated in terms of effectiveness in clearly communicating and discussing research findings, conclusions, and project and in engaging other students in discussion.
- *Research Report & Project:* Both the research report and project are due on the last day of class (April 12). Both will be evaluated in terms of guidelines handed out in class.