

# History and Systems of Psychology and Ethics in Psychology Fall 2009

Instructor: Alexandra F. Corning, PhD  
Course Time: 9:30 am – Noon Mondays  
Course Number: PSY 60350  
Office: 101 Hagggar Hall  
Contact: [acorning@nd.edu](mailto:acorning@nd.edu) | 631-9928  
Office Hours: By appointment  
Web Page: <http://www.nd.edu/~acorning>

## COURSE DESCRIPTION AND OBJECTIVES

This course covers two broad topics, History and Systems of Psychology and Ethics in Psychology. As such, there are two broad purposes of this course. The first purpose is to introduce you to historical events and figures in Psychology so as to help you develop a more contextualized understanding of current developments and directions in the field. The second purpose is to promote your understanding of the Ethical Principles of Psychologists and the foundations upon which they are built. Related to this are five more specific course goals with regard to ethics. These are to: a) engage in the process of ethical acculturation (i.e., the transformation of thinking about issues from a general perspective to one that represents the culture of the profession of psychology); b) develop an awareness of one's values and biases in various situations and to develop greater sensitivity to alternative perspectives in our society; c) promote the exploration and development of professionally-based reasoning and decision-making about ethical issues and an awareness of the impact of one's decisions on all parties involved in the situation; d) develop an awareness of one's own attitudes and competencies with those who are different (e.g., along the lines of sex, race, ethnicity, SES, and sexual orientation); and e) develop an awareness of the complexities of psychologists' interface with the legal profession, the media, and the general public.

## TEXTS

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Fisher, C. B. (2003). *Decoding the ethics code*. Thousand Oaks, CA: Sage.
- Harre, R. (2006). *Key thinkers in psychology*. Thousand Oaks, CA: Sage.
- Nagy, T. E. (2005). *Ethics in plain English: An illustrative casebook for psychologists* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.

Additional readings as chosen by instructor and classmates (available already on or can be posted to ND's online course tool, Concourse)

## EXPECTATIONS

This course is a graduate course taught as a seminar, and as such, each class member's professionalism is important to the seminar's success. Three basic expectations follow. First, attendance is required at each class for the duration of

The grade scheme used in this course is as follows.

A	≥	93%
A-		90-92%
B+		87-89%
B		83-86%
B-		80-82%
C+		77-79%
C		73-76%
C-		70-72%
D		60-69%
F	≤	59%

each class, and consistent participation is expected; the only reasonable absence is an excused absence (i.e., personal illness or death in family); if an absence is anticipated, the class member should inform the instructor in advance. Second, class members with disabilities are expected to familiarize themselves with the student resources offered by the University and to discuss with the instructor at the outset of the semester how both classroom and outside learning needs can best be met. And finally, academic integrity is required. I will not tolerate academic dishonesty in any form. The University provides a clear statement regarding academic dishonesty that reminds our community of our shared purpose both within the institute of academia and as members of a broader humanity; the statement also outlines policy violation procedures. Any questions regarding academic integrity, particularly regarding assignments in this course, should be directed to the instructor.

**REQUIREMENTS**

The following assignments have been developed to help meet the objectives of the course:


Participation	20 points
Facilitation of Class Discussions	10 points
Reading Reactions	20 points
Ethics Term Paper	30 points
Final Examination	20 points

**SCHEDULE OF EVENTS**

WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
1	Aug 24	[Classes Not Yet In Session]	Purchase Texts
2	Aug 31	Introduction to Course  Syllabus Course Overview History Timeline  Wundt and James	
3	Sept 07	Library Research Tutorial  and  NIH Ethics Tutorial	Meet librarian, Cheryl Smith, at the Library Concourse at 10:30 am  Complete and Submit Certificate: <a href="http://www.cancer.gov/clinicaltrials/learning/humanparticipant-protections">http://www.cancer.gov/clinicaltrials/learning/humanparticipant-protections</a>


*continues →*

**SCHEDULE OF EVENTS (continued)**

4	Sept 14	Behaviorism and Developmentalism and Cognitivism	Harre Chs. 1, 2, & 3
5	Sept 21	Biopsychology and Perception	Harre Chs. 5 & 6
6	Sept 28	Personology and Social Psychology	Harre Chs. 7 & 8
7	Oct 05	Psychopathology	Harre Ch. 10
8	Oct 12	Standards for Resolving Ethical Issues  <b>Individual Meetings with Instructor regarding Term Paper</b>	Moral Development in the Professions: Psychology and Applied Ethics (Rest & Narvaez, 1994)  Nagy Ch. 1 Fisher Chs. 1, 2, 3, & 4
9	Oct 19	 <b>We are adjourned for our Autumn Recess</b>	
10	Oct 26	Competence and Human Relations  <b>Term Paper Pre-Proposal Due</b>	Nagy Ch. 2 Fisher Ch. 5 Nagy Ch. 3 Fisher Ch. 6
11	Nov 02	Privacy and Confidentiality	Nagy Ch. 4 Fisher Ch. 7
12	Nov 09	Advertising and Other Public Statements	Nagy Ch. 5 Fisher Ch. 8
13	Nov 16	Record Keeping and Fees	Nagy Ch. 6 Fisher Ch. 9

*continues* →

**SCHEDULE OF EVENTS (continued)**

14	Nov 23	Education and Training  <b>Thanksgiving</b> 	Nagy Ch. 7 Fisher Ch. 10
15	Nov 30	Research and Publication  <b>Term Paper Due @ 4:30 pm</b>	Nagy Ch. 8 Fisher Ch. 11
16	Dec 07	Assessment and Therapy and Class Integration	Nagy Ch. 9 Fisher Ch. 12 Nagy Ch. 10 Fisher Ch. 13
	Dec 14 9-11am	Final Examination	

**ASSIGNMENTS**

**Participation**

This course is a seminar. This means that you are members of a group of scholars contributing to your own learning, rather than taking a passive, receptive role. You are self-motivated and take control of your learning by preparing for the seminar meeting ahead of time, listening carefully to others, presenting your viewpoint, pursuing extra points of interest on your own, and, ideally, sharing what you have discovered. In preparing for class each week, you are expected to have completed the corresponding readings prior to our meeting.

Indeed, the most important aspect of your performance in this class is active, thoughtful class participation. As a psychologist, you will find yourself in situations in which certain ethical principles or personal values are called into question. Sometimes there is a “right answer” for situations in which questions of ethics come into play; however, many times the answers are not so clear or there are a number of “right” answers or the “right answer” is apparent only after careful discernment. Therefore, the success of this class will be proportional to the degree to which you prepare for class (i.e., having read and thought about assigned material) and engage in the exchange of ideas. This is not a lecture course. For each class there will be reading from the text and some auxiliary readings to discuss and cases vignettes to discuss. A necessarily subjective, but not arbitrary, record will be kept of students’ class participation. Participation is worth 20 points.

**Facilitation of Class Discussions**

At least once during the semester, each student will facilitate a class topic. The topics will be coordinated with reading from the text and can be augmented with any recent articles on the topic either posted in Concourse or of the student's choosing. Without a doubt at some point in your professional life you will be discussing ethical issues with a colleague – whether you are in an academic or clinical setting. Being able to parse the situation, apply ethical standards, discuss gray areas, plan action (or inaction), communicate with clients, colleagues, organizations, students, insurance companies, deans, dorm directors, and parents, all are facilitated by starting to think and talk that way now. A week after

each of your facilitations, you will submit a formal compilation of the materials you used into a teaching module. It should include: Goals/Objectives, Readings/Learning Materials, Case Studies, and Discussion Points. This write-up should be no more than two or three pages (not including any materials you include in the appendix). The total possible points for facilitations is 10 points.

### **Reading Reactions**

To facilitate your in-depth thinking about the assigned reading each week, you are asked to write a short reaction paper almost each week in response to the assigned readings. You may select any 10 weeks between Weeks 4 and 16. You are to email the reaction paper to the class (your classmates and me) by noon the day prior (i.e., Sunday at noon). As you are reading, take notes on points that are of particular interest to you, write down questions that occur to you that seem inadequately answered by your read of the text, note points you thought might be covered and were not and about which you might like further discussion. Convert this into a coherent, one-page, well-written reaction paper (single- or double-spaced in standard font) that you can foresee using during the group's discussion when we next convene for class. Be sure to avoid writing a list of questions that you want the instructor to answer for you; in a graduate seminar, your thoughtful reflections, as well as those of your peers, are as important as "getting the answer" (when and if it even exists).

Some options include but are not limited to the following: 1) integrate readings, discussion, other sources, and/or case materials about the classes' ethics topics with your practicum work; 2) integrate readings, discussion, other sources, and/or case materials about the classes' ethics topics with settings outside of psychology (e.g., work, volunteer work, organizations); 3) present two different sides of the ethical issues, drawing on the readings, discussion, other sources or case materials on the ethics topics, and so forth. It should be clear from these very short papers that you have read and thought about the material. Papers will receive 2 points each for meeting the criteria outlined here, for a total of 20 possible points.

### **Ethics Term Paper**

The purpose of the term paper is to invite in-depth exploration of a topic of the class member's choosing in the broad area of "Psychology and Ethics." The paper should not exceed 20 double-spaced pages and must adhere to APA style. Students should discuss their ideas with the instructor early in the semester, and class members are encouraged to consult with one another, share ideas, and critique one another's papers throughout the semester.

"Psychology and ethics" is defined broadly to include any unique empirical or theoretical paper that examines psychology and ethics in relation to science or research, practice, education, public interest, or theory of ethics. You will want to be sure to make a clear argument in your paper regarding why the topic is worthy of attention.

All students are strongly encouraged to submit their papers to the Graduate Student Ethics Prize competition sponsored by APA. The competition seeks papers that go beyond that typically produced in the classroom to those which are publishable. For more information, see <http://www.apa.org/ethics/2009prize.html>.

Finally, I encourage all students to familiarize themselves with the writing assistance available through the University's Writing Center. The Center assists students at all levels. It is dedicated to helping students become better writers. When you visit the Writing Center, the tutors working there will help you by listening to your questions attentively, reading your papers carefully, and talking with you intelligently about your ideas. Writing Center tutors work with writers during all stages of the writing process—from understanding an assignment, to developing a thesis, to organizing the paper, to revising the first draft, to editing the final product. The tutors do not write or edit your papers for you. Rather, they help you develop effective rhetorical strategies for your written work.

Evaluation will be based on the usual paper-evaluation criteria, including, but not limited to, how well and accurately the topic is covered, the quality of the writing (including clarity, conciseness, and the development of a convincing argument), attention to detail including all aspects of basic writing (e.g., grammar, punctuation, structure, and APA formatting), the use of up-to-date and appropriate scientific sources, and the general scope, depth, and creativity of the project. This assignment is due in hardcopy to my faculty mailbox no later than 4:30 pm on Monday, November 30<sup>th</sup>. It is worth 30 points.

### **Final Examination**

At the conclusion of the course, class members will be required to demonstrate fluency in all of the topics presented in the course. The final examination will be essay in format and held at the time and date indicated by the University. It is worth 20 points.