

SANTA CLARA UNIVERSITY
Psychology Department
Spring, 1999

ETHICS IN PSYCHOLOGY (PSYC 114)

Instructor:	Thomas G. Plante, Ph.D., ABPP
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Office Hours:	Tuesdays and Thursdays 11:40-12:00, 12:45-1:45 (or by appointment)
Course Meeting Room:	O'Connor 204
Course Meeting Times:	Tuesdays and Thursdays, 9:55 a.m. - 11:35 a.m.

Required Reading:

Texts: Rachels, J. (1998). The Elements of Moral Philosophy (Third Edition). New York: McGraw-Hill.

Koocher, G., & Keith-Speigal, P. (1998). Ethics in Psychology (Second Edition). New York: Oxford University Press.

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.

From Arras, J.D., & Steinbock, B. (1995). Ethical Issues in Modern Medicine (Fourth Edition). Mountain View, CA: Mayfield

1. The Hippocratic Oath
2. The Vituous Physician and the Ethics of Medicine (Edmund Pellegrino)
3. Ethical Foundations of Health Care Reform (Dan Brock and Norman Daniels)

From Pellegrino, E.D., & Thomasma, D.C. (1993). The Virtues in Medical Practice. New York: Oxford University Press.

1. Medicine as a Moral Community
2. Toward a Comprehensive Philosophy for Medicine

Course Evaluation:

Midterm Learning Probe 1:	Apr 29	100 points
Midterm Learning Probe 2:	May 27	100 points
Final Learning Probe:	Jun 10	200 points
East Side Project Reaction Paper	Jun 3	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 will participate in small group discussions with student teaching assistants from the Center for Student Leadership as well as participate in an East Side Project 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 10 or 11, 40, 42 or 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

Sequence of Topics and Readings:

Week 1 (Mar 29 & Apr 1):	Introduction to Course & Introduction to Ethics	R 1-6*^,AR (Plante 1998)
Week 2 (Apr 6 & 8):	Methods and Perspectives in Ethical Decision Making	R 7-12
Week 3 (Apr 13 & 15):	Application of Ethical Decision Making to Psychology and Related Fields	K 1-2, Appendix A A&S, 1993, #1,2; Plante, 1999)
Week 4 (Apr 20 & 22):	Competence & Integrity	K 3,4
Week 5 (Apr 27 & 29):	Professional & Scientific Responsibility Midterm Learning Probe 1: Thursday, Apr 29	K 10,17
Week 6 (May 4 & 6):	Respect for People=s Rights and Dignity	K 8, 9
Week 7 (May 11 & 13):	Concern for Other=s Welfare	K 6, 7
Week 8 (May 18 & 20):	Social Responsibility	K 11, 12
Week 9 (May 25 & 27):	Special Issues: Teaching, Research, & Practice Issues Midterm Learning Probe 2: Thursday, May 27	K 16, 5
Week 10 (Jun 1 & 3):	Future Trends, Hot Topics, & Conclusions Reaction Paper Due: Thursday, Jun 3 at 9:55 am.	AR (A&S, 1993, #3; P&T,1993)

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

^ Reflector discussions planned for Apr 8, 22, May 6 and 20.

R = Rachels book, K = Koocher & Keith-Speigal book, AR = Additional Reading

NOTE: Final Learning Probe: Thursday, Jun 10, 9:10 a.m. - 12:00 p.m.

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 multiple choice and essay and will be graded using a curve (if needed).

2. The East Side Project Reaction Paper will be a 5 to 10 page reaction to your East Side 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. Questions about learning probe answers and points provided for each item should be expressed in writing to me following each learning probe.

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

5. 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.

6. 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.

7. 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" are 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 East Side Project 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. Consider rewriting your notes to help with reinforcing the material.
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, 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, the Core Curriculum Committee, the Center for Student Leadership, and the East Side Project. Fr. Tom Shanks, Fr. Bill Wood, Professors Mike Meyer and Pia Moriarty, and Ms. Jeanne Rosenberger acted as consultants on the course. 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