

Course Number: PSY 4000

Course Title: Ethics for Psychology

Course Description:

This course is designed to examine ethical issues faced by individuals who will work in helping professions in the mental health and addictions fields. Students will explore common ethical dilemmas that occur in the helping professions as we as examine the most current ethical guidelines from professional organizations to develop an understanding of ethical problem solving. Students will also explore professional development issues related to working in helping professions.

Prerequisites: None.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Explain an ethical making decision model that helping professional utilize when faced with ethical issues.
2. Identify the guidelines used by helping professionals in the counseling and addictions fields.
3. Discuss professional development issues faced by individuals in the counseling and addictions fields.

INDIANATECH

College of Professional Studies PSY 4000 Ethics for Psychology Online Syllabus Course Content

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Course Description

This course is designed to examine ethical issues faced by individuals who will work in helping professions in the mental health and addictions fields. Students will explore common ethical dilemmas that occur in the helping professions as well as examine the most current ethical guidelines from professional organizations to develop an understanding of ethical problem solving. Students will also explore professional development issues related to working in helping professions. (3 credit hours)

Textbook

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions with 2014 ACA codes* (9th ed.). Boston, MA: Cengage.

GRADING EVENTS FOR EACH MODULE:

Module 1: Course Preparation Quiz (10 points)
Discussion Board Assignment #1 (15 points)
Discussion Board Assignment #2 (15 points)
Quiz #1 (20 points)
Paper #1 (10 points)

Module 2: Discussion Board Assignment #3 (15 points)
Discussion Board Assignment #4 (15 points)
Quiz #2 (20 points)

Paper #2 (10 points)

Module 3: Discussion Board Assignment #5 (15 points)
Discussion Board Assignment #6 (15 points)
Quiz #3 (20 points)
Paper #3 (10 points)

Module 4: Discussion Board Assignment #7 (15 points)
Discussion Board Assignment #8 (15 points)
Quiz #4 (20 points)
Paper #4 (10 points)

Module 5: Discussion Board Assignment #9 (15 points)
Discussion Board Assignment #10 (15 points)
Quiz #5 (20 points)
Paper #5 (10 points)

GRADING EVENTS – DISTRIBUTION OF POINTS:

Discussion Board Assignments (10 @15 points each)

150 points

Papers (5 @10 points each)

50 points

Quizzes (5 @20 points each)

100 points

310 Total Points Possible

Final Points Grading Scale

Scores from each component of the class will be added together and then numerical grades will be converted to letter grades based on the table below. **Please be aware that there will be no rounding of final scores under any circumstances.** For example, a score of 89.99 would be given a letter grade of a B+, NOT an A-.

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Quiz Details:

There are five quizzes for this course, all to be completed through BlackBoard. Each quiz will be comprised of 20 multiple choice questions that are worth 1 point each, totaling 20 points for each quiz.

- Quiz 1:** Covers material from Chapters 1 and 2
Quiz 2: Covers material from Chapters 3, 4, and 5
Quiz 3: Covers material from Chapters 6 and 7
Quiz 4: Covers material from Chapters 8 and 9
Quiz 5: Covers material from Chapters 10 and 13

Note: Please refer to the course calendar for completion dates of each quiz.

Assignment Details:

NOTE: All work must be submitted through BlackBoard ONLY. DO NOT submit any work to the instructor through e-mail: It cannot be accepted. If you are having difficulties submitting your assignments through BlackBoard, please contact your instructor through e-mail immediately.

Discussion Board Assignments (15 points each) Two Due Each Week

Participation points will be awarded 15 points each for completing the on-line discussion board topics. There are a total of ten topics for a total of 150 points. Students who fail to complete the weekly discussion board assignments as outlined will lose 15 points for each discussion board assignment that is not completed. 3 posts are REQUIRED: One original post, then two responses to other students, totaling 3 entire posts. **Anything less than 3 entire posts will result in lowered scores.** ALL 3 of your posts MUST be of substantial length, including the responses. Keep in mind that the responses are JUST AS IMPORTANT as your original post, and that ALL POSTS MUST BE YOUR OWN WRITTEN WORK. **NOTE:** Do not use the discussion board question as part of your post to make your assignment appear longer. **IMPORTANT:** *If a reference is used, it MUST be cited!*

Grading Criteria for Discussion Board Assignments You are required to make at least three separate posts for these discussions, one post in which you give your own response to the question/topic, and two replies to your fellow students. All posts will reflect **substantial** thought on your part, contributing something to the discussion beyond simple disagreement or agreement. Some examples of **substantial** contributions include: elaboration on a point, constructive criticism, finding relevant examples or counterexamples from authoritative sources or personal experience, and finding outside research on the topic, or addressing an example in the context of what is discussed in course materials. Your response to the question/topic should be at least 250 words in length, and your replies to fellow students should be just as substantial. Your response to the initial question/topic is worth up to 5 points, and your reply posts are worth 5 points each (totaling a possible 15 points for the assignment). NOTE: Merely posting a reply is NOT adequate enough for points; all your posts **MUST BE SUBSTANTIAL IN LENGTH.**

Weekly Papers (10 points each) One Due Each Week

There are five weekly written assignments, worth 10 points each (totaling 50 points). Each assignment will be a one-page (or more, if you like) response. One **FULL** page, no half pages, or 3/4ths of a page, with no large spaces (*especially at the top and bottom of the page*). **Any paper that is submitted that is less than the minimum amount of 1 FULL page will not**

receive a passing score: the maximum points for any paper less than the 1-page minimum will be 6 points, which is a D. *Proofread all work; multiple spelling/grammar mistakes will result in point deductions.* * Use a 12-point, Times New Roman font, with half-inch margins on each side, double-spaced. **See the sections on “Proofreading” and “Formatting”*

Paper #1

Complete the self-assessment survey of your attitudes and beliefs concerning ethics which is found at the end of the chapter. In your paper, discuss four of the items which you had the strongest reactions to throughout the survey; you can also write about ones where you had a difficult time in answering. Discuss each in detail, elaborating on the items you chose.

(Please be aware that proper length, proofreading, and formatting are all requirements.)

10 Points

Paper #2

What is your opinion of online counseling? Is it even comparable to meeting with clients in person, face-to-face? Thoroughly discuss both the pros and cons of online counseling. Additionally, discuss some ethical considerations that may arise when using electronic technology (such as using e-mail, storing records/notes, etc.) throughout the counseling process, whether online or traditional.

(Please be aware that proper length, proofreading, and formatting are all requirements.)

10 Points

Paper #3

What is your perspective involving forming social relationships with clients while they are in counseling with you? What are some of the ethical issues involved here? Should this even be allowed? Should be avoided? What about AFTER they complete the counseling? Further, if you became aware that a colleague of yours at the same facility you work at together became involved with a current client of theirs, how would you handle (specifically) this situation? What if it was your very own supervisor?

(Please be aware that proper length, proofreading, and formatting are all requirements.)

10 Points

Paper #4

You are a new counselor and your own supervisor does not provide you with adequate supervision. For example, he frequently cancels your supervision sessions. You and the various staff members that you work with have overwhelming caseloads and are left mainly on your own. Further, even when you do get time with your supervisor, he is also overwhelmed as well, with responsibilities with the facility. In the end, you simply do not get enough time to discuss your cases with your supervisor. If this was you, what (specifically) would you do? How would you handle this? What ethical issues are involved here with such inadequate supervision?

(Please be aware that proper length, proofreading, and formatting are all requirements.)

10 Points

Paper #5

Describe your own theoretical/psychological stance regarding counseling/psychotherapy. For example, do you consider yourself a Freudian, where you believe Sigmund Freud's methods of psychoanalysis are the best approach, or are you more of a behaviorist, where you feel the research of B.F. Skinner is the more ideal approach? There are many, many theoretical/psychological approaches to counseling. In the paper, describe your own theoretical stance, thoroughly elaborating on your own approach to counseling others. In doing so, be sure to discuss how your theoretical stance would influence the way that you counsel others.

(Please be aware that proper length, proofreading, and formatting are all requirements.)

10 Points

Grading Criteria for Each Paper

Each paper is worth 10 points. **All papers must be on-topic:** the entire content presented/submitted must be on-topic regarding the question posed in the assignment details. Any paper submitted that is off-topic/unrelated to the assignment details will receive zero points. **All papers must be proofread:** multiple spelling/grammar mistakes will result in point deductions.* **All papers must be properly formatted:** Use a 12-point, Times New Roman font, with half-inch margins on each side, double-spaced. Unformatted work will also result in point deductions.* Examples of improper formatting includes triple-spacing, margins larger than .5 inch, fonts larger than 12-point, etc. **All papers must be of proper length:** One FULL page. Specifically, no half pages, or 3/4ths of a page, with no large spaces (*especially at the top and bottom of the page*). Any paper that is submitted that is less than the minimum amount of 1 FULL page will not receive a passing score: the maximum points for any paper less than the 1-page minimum will be 6 points, which is a D. ***See the sections on "Proofreading" and "Formatting"**

Proofreading and Formatting

Given that this is a college course, ALL assignments are to be thoroughly proofread BEFORE being submitted. Any assignment submitted that is not clearly proofread by a human (NOT a computer) looks sloppy and unprofessional. Please proofread all work before putting your name on it and then submitting it. The proper method of proofreading your work is to print it out once finished, and then use a pen to circle the mistakes; you would then correct the mistakes, re-save the work, re-print the assignment, and then look for more mistakes. Repeat the process until the paper is error-free, THEN (and only then) submit the assignment. Merely utilizing spell-check to complete the process doesn't work, because computers are stupid; they do not know the difference between there and their, pear and pair, where and ware, bear and bare, etc. *Do not trust a computer to do what an actual human can do better.*

Point Deductions Due to Lack of Proofreading (For the Weekly Papers):

At least two spelling mistakes/errors: Student cannot receive an A on the assignment. A grade of a "B" can be the highest possible grade, regardless of work submitted.

Three to five spelling mistakes/errors: A grade of a "C" can be the highest possible grade, regardless of work submitted.

Six or more spelling mistakes/errors: A grade of a "D" can be the highest possible grade, regardless of work submitted.

Point Deductions Due to Lack of Formatting (For the Weekly Papers): Any paper lacking the specified format cannot receive an “A” on the assignment, regardless of work submitted. A grade of a “B” will be the highest possible grade. **Specifically, the assignment is lowered an entire letter grade due to it being unformatted.** This ALSO includes not using a 12-point Times New Roman Font, Double-Spacing, and ½ inch margins. If students are unsure about any of the formatting specifics, they are highly encouraged to contact the instructor for answers/clarification.

How to Cite References:

Please be aware that ANY sources used for any of your assignments must be properly cited. This includes your Discussion Board posts and your papers. For example, for citing the textbook used for this course, please use the following:

Corey, G., Corey, M. S., Corey, C, & Callanan, P. (2015). *Issues and ethics in the helping professions with 2014 ACA codes* (9th ed.). Boston, MA: Cengage.

Late Assignments:

All assignments and required online activities are due according to the deadline listed in the course schedule.

Incompletes:

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is:
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session. All incomplete grades are subject to approval by the designated university authority.**

Academic Honesty:

Please be aware of Indiana Tech’s Academic Honesty Statement, which is presented in both our course syllabus and on the Indiana Tech website:

Academic Honesty

- ***Student Dishonesty:*** *Student dishonesty (cheating or plagiarism) will not be tolerated in any class (face-to-face, online, or Independent Study) at Indiana Tech. Inform the class instructor, or the appropriate academic dean, if there is suspicion that a student is cheating or plagiarizing. Anonymity will be protected.*
- ***Plagiarism:*** *All work must be your own. Plagiarism (defined as presenting someone else's work as if it were one's own) is serious academic theft.*
- ***Consequences:*** *Any form of dishonesty (cheating or plagiarism) will, at a minimum, result in a failing grade for either the assignment or exam, and can result in a failing grade for the course.*

Types of Academic Dishonesty

Examples of academic dishonesty include, but are not limited to...

Cheating, which includes submitting the work of another person as one's own work, or using unauthorized aids.

Plagiarism, which is the misrepresentation of another person's work as one's own. Submitting any writing that does not properly acknowledge the quoting or paraphrasing of another person's words or that fails to give proper credit for another person's ideas is plagiarism. Acts of plagiarism can also include the unacknowledged use of other forms of media including, but not limited to music, video, audio, theater projects, compositions, website, and computer software.

Self-Plagiarism (or Recycling Fraud), which is the resubmission of part or all of one's own work to fulfill academic requirements in the same course or in other courses without providing proper acknowledgment of the original work with accurate citations.

Fabrication, which is the falsification or invention of information or data in any academic undertaking.

Facilitating Academic Dishonesty, which involves assisting someone in an act of dishonesty.

Academic dishonesty is regarded as a serious offense against the academic community. When a student is believed to have disregarded the principles of academic integrity, consequences will follow. Any form of dishonesty (cheating or plagiarism) will, at a minimum, result in a failing grade for either the assignment or test, and can result in a failing grade for the course.

Student Dishonesty also includes unauthorized use of cell phones or other electronic devices during examinations. At such time, students are to insure that they have securely placed such devices away. Accessing such devices during exams (unless authorized by instructor) may result in receiving a failing grade on the exam or for the course.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.