



McKENDREE UNIVERSITY

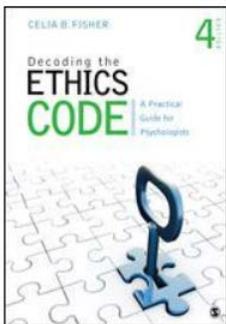
The mission of McKendree University is to provide a high quality educational experience to outstanding students.
~Responsible Citizenship ~Engagement ~Academic Excellence ~Lifelong Learning~

ABA 398/PSY 398 ETHICS IN RESEARCH AND THERAPY

Course description: This course will cover the ethical principles and code of conduct for individuals in various helping professionals. Specific topics and case studies will include ethical issues related to competence, human relations, privacy and confidentiality, advertising, record keeping, education and training, research, assessment, and therapy. Ethical codes from the American Psychological Association, American Counseling Association, Behavior Analyst Certification Board, the Association for Applied Sport Psychology, and the American Occupational Therapy Association will be the primary resources.

Prerequisite: PSY 153, As needed

Required Textbook:



Fisher, C. B. (2017). *Decoding the Ethics Code*. 4th ed. Sage Publishers.
ISBN: 978-1-4833-6929-7

Tips for Success

First decide that you want to do your best and LEARN!

1. **Manage your time** – Set aside time to work on this class. Look ahead for assignments that may take more planning and time. Half of success is just showing up and doing the work!
2. **Stay Organized** – Keep your paperwork in order, stay up on assignments.
3. **Get engaged** – Really jump in and learn. Don't take a class just for a grade, take a class to learn and be involved.
4. **Learn and prepare for your future** – This is the time to truly learn ethics for research and therapy. Think about how these courses will help you in your future career and life!

Course Goals, Objectives, and Outcomes:

The large goals in this class are you to learn about ethics as it applies to theory and research. There will be an emphasis on decoding the APA ethics code as well as other codes relevant to careers (e.g., ABA, sport psychology, counseling, etc.). The ultimate goals are for you to be a critical thinker, an ethical practitioner, a responsible citizen and a lifelong learner. This course will help student's gain a deeper understanding of themselves and their personal ethical code of conduct.

McKendree University General Education Information

McKendree Learning Outcome: Students will exhibit personal and social responsibility.

McKendree Learning Objective: Students will cultivate integrity through personal responsibility and ethical standards. (Objective 1.1)

Student Learning Outcomes:

Students will clarify personal values and self-awareness and develop a personal code of values and ethics. (Personal ethical code self-reflection).

Students will observe ethical activity in an applied environment.

Students will critically analyze themselves and society related to an ethical dilemma (Case Study Analyses)

Finally, this course was developed using outcomes from the APA (2013) Guidelines for the Undergraduate Psychology Major Version 2.0.

Student Learning Outcomes for the class:

Outcomes Students will:	Foundation Indicators Students will:	Baccalaureate Indicators Students will:
3.1 Apply ethical standards to evaluate psychological science and practice	3.1a Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants	3.1A Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or nonhuman research participants
	3.1b Identify obvious violations of ethical standards in psychological contexts	3.1B Justify recommendations for consequences for ethical violations based on APA Ethics Code requirements
	3.1c Discuss relevant ethical issues that reflect principles in the APA Ethics Code	3.1C Explain how the APA Ethics Code can be used to guide decisions in ethically complex situations
	3.1d Define the role of the institutional review board (IRB)	3.1D Evaluate critically or complete an IRB application that adheres to ethical standards

Teaching Philosophy:

I am passionate about psychology and teaching and I want to share the love of learning I have with my students. In my classes, I utilize a variety of teaching methods to engage students with the content including technology, service, team projects, unique individual assignments, and presentations. My goal in every class is to educate, engage, and inspire. Finally, I truly believe that teaching and learning can be rewarding and fun.

Attitude and Professional Behavior:

I also expect a positive attitude toward learning. Attitude means that you respect me and other members of the class. This respect can be exhibited by respecting different attitudes and opinions and having an open mind about learning. Some of the topics in social psychology may be new and challenging. Professional behavior includes completing tasks on time, taking responsibility to problem solve, and doing more than just the minimum. I insist that class members respect the diversity in the classroom and learn to cooperate and work with others. It is expected that students think, act, and behave like professionals.

SELECTED MCKENDREE UNIVERSITY COURSE POLICIES:**Academic Honesty:**

Any student detected of cheating or engaging in plagiarism on any exam or paper, or participating in any other form of academic dishonesty, will receive the appropriate sanctions, which can include a failing grade ("F") for the course. Please visit with me regarding any questions.

ADA Policy:

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities. Students with officially documented disabilities, medical needs, legal problems, or who are the victims of crimes may qualify for educational accommodations. A student requiring assistance should contact the McKendree Student Success and Advising Center (SSAC). The SSAC provides coordination and implementation of special accommodations for students with documented disabilities. Accommodations must be renewed every academic year and an accommodation letter from the SSAC must be presented to faculty every semester. Accommodations begin in the classroom, both virtual and face-to-face, the day that the accommodation letter is provided to the faculty member, accommodations are not retroactive.

Challenges to Academic Decisions:

Students who think that their work has been improperly evaluated or who think that they have been unfairly treated in any academic decision may use the grievance procedures found in the catalog.

Course Deletions/Additions:

Students may drop or add courses according to the schedules posted by the Office of Academic Records for each semester. Drops and adds are not effective until recorded by the Registrar. A course may not be added after one week from the first class meeting.

Email:

Every student is issued a McKendree email account, which is one of the major means of communication from departments such as the Office of Academic Records, Student Affairs and the Business Office. All students are responsible for checking their McKendree email accounts regularly, and are accountable for information disseminated to their email accounts. Failure to read university communications sent to McKendree email accounts does not absolve students from knowing and complying with the content of these communications.

Other policies can be found in the catalog and student handbook.

Learning Opportunities



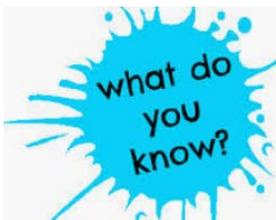
- **Ethical Encounters Hot Topics Discussion Boards: 8 @ 20 points (160 points)**

Each module students will be responsible for logging onto the course and responding to the discussion question. For this class, to ensure unique and interesting answers, you cannot read any other student posts until you first post.

In addition to the APA ethical code, each student must pick another code and comment on each hot topic question on what that code has to say about the hot topic (e.g., ABA, sport psychology, law, business, etc.).

Each response must be between 5 to 8 sentences demonstrating insightful thought. Also, reference at least two specific examples from the book in your answer. **In addition to posting a response to each question, the student must select TWO other student's responses to comment about.** These responses must be between 3 to 5 sentences. Students are encouraged to use the text, websites or other resources in order to conduct an educated discussion. Each discussion must be in students' own words. These DBs should be your educated opinion based on the book and other ethical codes. Do not plagiarize.

Discussion boards will be graded on content, creativity, linking to the book, responding to other students, and writing style.



- **Chapter Quizzes 13 @ 20 points (260 points)**

There will be quizzes for each chapter. You only have one chance to complete the quiz and you only have one hour. You can't save or go backwards during the quiz. The quizzes are randomly generated from a pool and every student will have a different quiz. Make sure you have a stable internet connection and close all other internet applications. Make sure you have read the chapter, looked over the power points, and I suggest highlighting or putting post-it notes in your book so you can quickly reference the information for the quizzes. Some quiz questions are REALLY easy and obvious and other quiz questions are very specific and will require more thought, application, and synthesis.



- **PERSONAL ETHICAL CODE SELF-REFLECTION**

(100 points)

Part 1: Complete at least one service project for at least two hours in a helping area (e.g., nursing home, working with children, OT setting, etc.). Try to observe, volunteer, shadow at a location that is relevant to your future career (e.g., OT, nursing, counseling, ABA.) **If you can't do this in person, research 5 places you could and contact them, include the location, address, phone and info about what it is.

Part 2: During this service project, students must also complete an interview with a supervisor or professional in this area to discuss specific ethical issues involved in this setting. Ask them what they do and any ethical challenges that may occur. Try to do this in person, but it could be done via email or phone.

Part 3: Students will need to delve into the relevant ethical code for this area (e.g., ABA, OTA, APA). What is the code, what do you notice about this code compared to APA (differences, unique areas). Try to pick the code that is most relevant to your future career.

Part 4: Students will integrate the service and professional interview with a professional ethical code in their Personal Ethical Code Self-Reflection paper. Students will complete an analysis of themselves as they identify their current strengths, weaknesses, opportunities, and threats (SWOT) as it relates to their future professions. In other words, what do you do well (e.g., integrity) what will you need to work on (e.g., confidentiality). What areas or things could you imagine struggling with?

The paper is to be APA style and approximately 3-5 pages long and can include actual interview questions and headings for each section and you can use bullets for some of the sections if that is helpful.

Grading and Assessment:

This project will be evaluated using a specific checklist-style rubric. The rubric will assess completion of the various components (i.e., service, interview, ethical code, and a development of their own SWOT analyses). This checklist is designed to ensure that the students understand professional ethical codes and analyze their own values and ethics as it applies to their future personal and professional endeavors.

ACTIVITY	Level of performance			
	Advanced	High intermediate	Low intermediate	Beginning
Service Project	25	15	10	5
	At least two hours completed in a location that is related to a future career path (e.g., OT, ABA, etc.) with significant interaction with people.	At least two hours completed at a location that has a link to psychology but not a specific career area or little interaction with people.	Less than 2 hours of service completed. Little interaction with people.	Less than 1 hour and little interaction with people.
Interview				
	Substantial interview with questions related to ethics and professional situations.	Interview was missing substantial questions about ethics and situations.	Interview was superficial or not related to ethics and professional situations.	Interview with a person not related to field.
Ethical Code Integration				
	Evidence and examples that students have developed a personal code of values of ethics.	Some evidence and examples of a clear development of personal code of ethics.	Ethical code was only superficially used in reflection.	Very little to no integration of ethical code.
SWOT Analysis				
	A clear reflection and evidence that students clarified personal values and how their personal code fits with a professional code REFLECTIVE	The SWOT was complete but less reflection and introspection included. Missing specific examples.	Superficial reflection with few examples and little reflection.	Few examples of specific examples. Missing introspection and reflection.



- **Case Study Analysis (100 points)**

The book (case studies in the appendices) and the discussion boards focus on many specific case studies and ethical dilemmas. You must pick a case study that is not one that we use in the 8 discussion boards and is not included in the appendices as samples, but you could use one of the case study and ethical discussions at the end of each chapter as inspiration. This is your chance to select one ethical topic in your proposed area of study, research, or future career. Pick something you are interested in!

Part 1: Select an appropriate topic (e.g., true ethical dilemma, why is it a dilemma, what are the challenges, etc.). Begin by (a) describing the issue, (b) describing why it is important to you, and (c) identifying what questions you have about it.

Part 2: Find current examples of this topic in the news or in the research, similar actual cases of this topic.

Part 3: Select one or two ethical theories that can shed light on the topic (many of which are in chapter 3), why this is challenging, what are the competing issues, etc. Once the issue has been defined, move on to the critical thinking skill of considering multiple perspectives. Perhaps the most important skill that students learn in psychology is the ability to consider multiple, complex perspectives on an issue rather than just relying on common sense, intuition, or what they already think is true.

Part 4: Find guidance using a professional code of ethics (e.g., OT, sport psych, APA, ABA, etc.) and come to an educated conclusion on the topic. Be specific with the APA codes—actually use the standards (e.g., 9.01). The final task is to reach an evidence-based conclusion about the issue.

The paper is to be APA style, with 3-5 references, and approximately 3-5 pages long.

You will have drafts and peer feedback for the 2 big projects! Each part will be posted on your team DB and you should give feedback and revise your own draft to get ready for the final assignment.



This project will be evaluated using the AAC&U Leap Project Rubric. The AAC&U Leap Rubric is a valid and reliable rubric to assess ethical reasoning and critical thinking. The rubric will assess:

- Ethical Self-Awareness
- Understanding Different Ethical Perspectives/Concepts
- Ethical Issue Recognition
- Application of Ethical Perspectives/Concepts
- Evaluation of Different Ethical Perspectives/Concepts

	Advanced	High intermediate	Low intermediate	Beginning
Ethical Self-Awareness	20 Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity	15 Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	10 Student states both core beliefs and the origins of the core beliefs.	5 Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student only names the major theory she/he uses.
Ethical Issues Recognition	Student can recognize ethical issues when presented in a complex,	Student can recognize ethical issues when issues are presented in a complex,	Student can recognize basic and obvious ethical issues and grasp	Student can recognize basic and obvious ethical issues but fails to grasp

	multilayered (gray) context AND can recognize cross-relationships among the issues	multilayered (gray) context OR can grasp cross-relationships among the issues.	(incompletely) the complexities or interrelationships among the issues.	complexity or interrelationships.
Application of Ethical perspectives/Concepts				
	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts				
	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

For the discussion boards, the ethical code, and the case study projects try to integrate some of the ethical language and terms you are learning in this class such as:

- Codes vs. standards vs. guidelines vs. laws
- Informed consent
- Integrity
- Reasonable
- Competence
- HIPAA
- Avoiding Harm
- Boundaries
- Privacy
- Confidentiality
- Debriefing

Points	
Brightspace DB Posts	160
Quizzes	260
Observation, Interview, Ethical Code	100
Case Study	100
DRAFTS AND PEER FEEDBACK	50
Attitude & Professionalism (All assignments done on time!)	30
Total Points	700

PLEASE NOTE: SIMPLY DOING THE MINIMUM WILL NOT GET YOU FULL POINTS. Grades are based on timeliness and quality. In addition, of course never plagiarize or cheat, that just would not be ethical!

Grade Percentages:

A 93-100 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 Below 60





ETHICAL ENCOUNTERS HOT TOPICS DISCUSSION BOARDS!

MODULE	ETHICAL ENCOUNTER	DISCUSSION BOARD QUESTION
1	ETHICAL CODE	<p>So here we are in an ethics class. Why did you take this class?</p> <p>What do you plan to do in the future in terms of a profession, be as specific as you can even if you are not entirely sure? Pick a profession you MAY do, not that you absolutely will do (e.g., OT, ABA, counseling, school counselor, nursing, etc.)</p> <p>How would you define ethics when it comes to your future profession?</p> <p>This class and this book uses the APA as the main code of ethics, but other areas have additional codes. For whatever career you are learning towards, go online and find a link to that specific code or guidelines and briefly look that over. Post the link here to that code or guidelines and provide us with some general observations about that code. Compare that code to the table of contents of this book about the APA code, what differences can you find? *Please note even if APA may likely be your primary code, more specific careers (e.g., sport psychology, ABA, counseling, etc) have additional ethical codes/guidelines/standards.</p>
2	HOT TOPIC SELF-CARE CHAPTER 3 PAGE 51	<p>In chapter 3, the hot topic theme is self-care. 1.) What is the issue, define self-care, 2.) Why is this "ethical"? 3.) What are the main two sides? 4.) What is your opinion/attitude on this topic? 5.) Find a good website or youtube video or other resource that discusses this and provide a summary of that website or youtube and include the link.</p>
3	HOT TOPIC DEATH PENALTY CHAPTER 4 PAGE 76	<p>In chapter 4, the hot topic theme is the death penalty. 1.) What is the issue, define it, 2.) Why is this "ethical"? 3.) What are the main two sides? 4.) What is your opinion/attitude on this topic? 5.) Find a good website or youtube video or other resource that discusses this and provide a summary of that website or youtube and include the link.</p>
4	HOT TOPIC PARENTS CHAPTER 7 PAGE 200	<p>In chapter 7, the hot topic theme is parents and confidentiality. 1.) What is the issue, define it, 2.) Why is this "ethical"? 3.) What are the main two sides?</p>

		4.) What is your opinion/attitude on this topic? 5.) Find a good website or youtube video or other resource that discusses this and provide a summary of that website or youtube and include the link.
5	HOT TOPIC EXPERT TESTIMONY CHAPTER 8 PAGE 220	In chapter 8, the hot topic theme is expert testimony. 1.) What is the issue, define it, 2.) Why is this "ethical"? 3.) What are the main two sides? 4.) What is your opinion/attitude on this topic? 5.) Find a good website or youtube video or other resource that discusses this and provide a summary of that website or youtube and include the link.
6	HOT TOPIC GENETIC INFORMTION CHAPTER 11PAGE 336	In chapter 11, the hot topic theme is genetic information. 1.) What is the issue, define it, 2.) Why is this "ethical"? 3.) What are the main two sides? 4.) What is your opinion/attitude on this topic? 5.) Find a good website or youtube video or other resource that discusses this and provide a summary of that website or youtube and include the link.
7	HOT TOPIC RELIGION IN THERAPY CHAPTER 13 PAGE 423	In chapter 13, the hot topic theme is religion in therapy. 1.) What is the issue, define it, 2.) Why is this "ethical"? 3.) What are the main two sides? 4.) What is your opinion/attitude on this topic? 5.) Find a good website or youtube video or other resource that discusses this and provide a summary of that website or youtube and include the link.
8	CLOSING THE LOOP FINISHING STRONG	<p>Congratulations, you have completed an ethics course!</p> <p>What were the five things you learned that surprised you the most, in other words you did not know this before you took this class.</p> <p>Create a 5 bullet point ethical code reminder list that you could use for your career and your life (e.g., *If you are not competent, refer!)</p> <p>And finally, think of this as your final (but fun!) final project for this course:</p> <p>Pick a movie that has an ethical dilemma as a key part of the movie (e.g., Three Identical Strangers). Briefly summarize the movie in your own words, but focus on the ethical dilemma. Why is it ethical? What are the two main sides? What is your attitude? What specific APA codes (e.g., 10.10b) that this movie relates to in terms of ethics? Most movies that have psychologists as leads have some ethical issue and most of the time they do not handle the ethical dilemma very well!</p>

SCHEDULE AND ASSIGNMENTS

MODULE DATES	CHAPTER & TOPIC	DB Post + Respond to 2 others	QUIZ	ETHICAL CODE	CASE STUDY
1 10/12- 10/18	1: ETHICAL CODE	DB 1	Q1	*Please note, you can work ahead on these projects	*Please note, you can work ahead on these projects
2 10/19- 10/25	2: INTRO 3: DECISION MAKING	DB 2	Q2 Q3		
3 10/26- 11/1	4: RESOLVING 5: COMPETENCE	DB 3	Q4 Q5		
4 11/2-11/8	6: HUMAN RELATIONS 7: PRIVACY AND CONFIDENTIALITY	DB 4	Q6 Q7		
5 11/9- 11/15	8: ADVERTISING 9: RECORD KEEPING	DB 5	Q8 Q9	ETHICAL CODE PART 1 POST ON TEAM DB	CASE STUDY PART 1 POST ON TEAM DB
6 11/16- 11/22	10: EDUCATION 11: RESEARCH	DB 6	Q10 Q11	ETHICAL CODE PART 2 POST ON TEAM DB	CASE STUDY PART 2 POST ON TEAM DB
7 11/23- 11/29	12: ASSESSMENT 13: THERAPY	DB 7	Q12 Q13	ETHICAL CODE PART 3 POST ON TEAM DB	CASE STUDY PART 3 POST ON TEAM DB
8 11/30- 12/4 (class ends on Friday 12/4)		DB 8		ETHICAL CODE PART 1-4 FINAL ASSIGNMENT	CASE STUDY PART 1-4 FINAL ASSIGNMENT

