
University of South Florida St. Petersburg.

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UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG  
UNDERGRADUATE CURRICULUM REQUEST

Submit this form and related documents to the UGC by the meeting materials deadline.

Date Submitted: Oct. 20, 2010

Date Change is Requested to become Active: Fall 2011

Contact Name and E-Mail: Tiffany Chenneville chennevi@mail.usf.edu

This change is for a:

- [ ] CHG to Academic Policy  
- [ ] NEW COURSE PROP  
- [ ] SUBSTANTIVE CHG  
- [ ] NON-SUBSTANTIVE CHG

Have the changes been entered online?  
- [ ] YES  
- [ ] NO

Check all that apply:

<table>
<thead>
<tr>
<th>Change to Course Title</th>
<th>Change to Catalogue Description</th>
<th>Addition of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change to Course Number</td>
<td>Change to Admission Requirements</td>
<td>Change to Program</td>
</tr>
<tr>
<td>Change to Prerequisites</td>
<td>Change to Suspension of Program</td>
<td>Deletion of Program</td>
</tr>
<tr>
<td>Addition of New Course(s)</td>
<td>Addition of Track/Concentration/Emphasis</td>
<td>Reinstatement of Program</td>
</tr>
<tr>
<td>Deletion of Existing Course(s)</td>
<td>Change to Track/Concentration/Emphasis</td>
<td>Other</td>
</tr>
</tbody>
</table>

Do the above changes mirror changes to the USF Tampa program?  
- [ ] YES  
- [ ] NO

Description of Change (Attach supporting documents if necessary):

New course proposal: PSY 4624: Ethics in Psychology and Mental Health

CLP 4624

Returned from SCNS → CLP 4620

Impact on College and University Resources:

Neutral or positive

<table>
<thead>
<tr>
<th>APPROVALS (IF DISAPPROVE, NOTE AND ATTACH COMMENTS)</th>
</tr>
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<tbody>
<tr>
<td><strong>TITLE / PRINT NAME</strong></td>
</tr>
<tr>
<td>Chair, College UGC Committee</td>
</tr>
<tr>
<td>College Dean</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
</tr>
<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
</tr>
</tbody>
</table>

CC. College Curriculum Committee / USFSP Graduate Curriculum Council/ Office of Academic Affairs
For questions, contact Linda Crossman at crossman@mail.usf.edu or 727-873-4143.

Ver 03/04/10
**USF St. Petersburg - NEW Undergraduate Course Proposal Form**

1. **Department and Contact Information**

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>Arts and Sciences</td>
<td>125500003</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Chenneville, Ph.D.</td>
<td>727-873-4584</td>
<td><a href="mailto:chennevi@mail.usf.edu">chennevi@mail.usf.edu</a></td>
</tr>
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</table>

2. **Course Information**

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Full Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLP</td>
<td>4624</td>
<td>Ethics in Psychology and Health</td>
</tr>
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| Is the course title variable? | No |
| Is a permit required for registration? | No |
| Are the credit hours variable? | No |
| Is this course repeatable for credit? | No |

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Class Lecture (primarily)</td>
<td>Regular</td>
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</table>

<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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</thead>
<tbody>
<tr>
<td>3 hours per week during regular semester (Fall and Spring)</td>
<td>Ethics Psych Mntl Hlth</td>
</tr>
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</table>

3. **Prerequisites**

<table>
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<tr>
<th>And/Or</th>
<th>'C'</th>
<th>Test Code</th>
<th>Test Score</th>
<th>Subject</th>
<th>Course</th>
<th>Level</th>
<th>Grade</th>
<th>Concurrence</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Research Methods (PSY 3213 or equivalent)</td>
<td>C or better</td>
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4. **Co-requisites**

<table>
<thead>
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<th>Subject</th>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
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5. **Registration Restrictions**

<table>
<thead>
<tr>
<th>Include/Exclude</th>
<th>Codes</th>
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<tbody>
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<td>College</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
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</tbody>
</table>
6. Course Description

The purpose of this course is to review the ethical, legal, and professional standards that direct the activities of health and mental health professionals. Ethical issues will be reviewed and an ethical decision making model will be presented.

7. Gordon Rule

<table>
<thead>
<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td>No</td>
</tr>
<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>No</td>
</tr>
</tbody>
</table>

8. Justification

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

*Ethics in Psychology and Health is an important addition to undergraduate curriculum in the College of Arts and Sciences. This course will serve as one of the core classes for the system-wide Bachelor of Science in Health Sciences curriculum and also will be critical for pre-health concentration among Psychology Majors.*

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

*Health and mental health professionals routinely face ethical and legal problems through the course of their practice as clinicians, researchers, and educators. This course will focus on reviewing the ethical, legal, and professional standards and guidelines that direct the activities of health and mental health professionals as well as students (both undergraduate and graduate) who are completing internships, practica, and service learning activities. In this course, students will gain knowledge of the ethical issues faced by health and mental health professionals and will be provided the opportunity to examine possible solutions to these problems via assigned readings, classroom discussion, and the use of case studies that employ an ethical decision making model. Currently no existing psychology or health science courses offered at USFSP focus specifically on professional ethics related to research, practice, and education.*

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

*This course will be offered as an upper-division course for Psychology and Health Science majors and minors.*
d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes, this course has been offered as a Selected Topics course (PSY 4931) several times since 2007 and was very well received. With a cap of 50, enrollment has varied between 35-50.

e. How frequently will the course be offered? What is the anticipated enrollment?

Once per year, with an expected enrollment of 50

f. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the non-substantive course change form regarding the course to be deleted to the Council secretary.)

No

g. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

36 hours of graduate credit in psychology

9. Other Course Information

A. Objectives

The course objectives are to provide:

1. An overview of professional ethics in the fields of health and mental health.
2. A practical and experiential understanding of the ethical issues and dilemmas that arise for health and mental health professionals across various roles (e.g., clinicians, researchers, educators) and settings (e.g., hospitals and/or clinics, universities and colleges, research laboratories).
3. A foundation for students taking additional courses and pursuing advanced training in psychology and health sciences disciplines.

B. Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss the importance of studying ethics.
2. Differentiate between law, ethics, and morality.
3. Comfortably consult and otherwise use the ethics code/principles for health and mental health professionals.
4. Discuss some of the most common ethical dilemmas faced by health and mental health professionals.
5. Apply the principles learned in this course to service learning and other professional experiences.

C. Major Topics

Topics will include: differentiating between law, ethics, and morality; ethical philosophies; ethics codes; ethical decision making; professional standards and competence; privacy, privilege, and confidentiality; mandatory reporting and the duty to protect; multiple relationships and dual roles; research ethics including informed consent and assent; ethics in teaching, supervision, and service learning.

D. Textbooks

Required Textbooks


Required Readings available on Blackboard


Required Readings available online

Chapter 490, Florida Statutes: Psychology (accessible at http://www.floridashealth.net/mqa/psychology/psy_statutes.html-follow instructions at the bottom of the web page)

*Please note that required course readings may be modified
10. Syllabus

Please provide the syllabus with this form when the course is approved for submission.

11. Liberal Arts Certification

General Course Requirements (check all categories for which you are requesting certification.)

<table>
<thead>
<tr>
<th>English Composition</th>
<th>Quantitative Methods</th>
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<tbody>
<tr>
<td>Natural Science</td>
<td>Historical Perspectives</td>
</tr>
<tr>
<td>Social Science</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>African, Latin American, Middle Eastern, or Asian Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

Exit Requirements (you may apply for certification in both of the following. If you choose Literature and Writing, you will also be certified for Gordon Rule.)

<table>
<thead>
<tr>
<th>Major Works and Major Issues</th>
<th>Literature and Writing</th>
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Skills and Dimensions (Indicate which of the following are given significant consideration in the course.)

<table>
<thead>
<tr>
<th>Values and Ethics</th>
<th>Race and Ethnicity</th>
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<tbody>
<tr>
<td>Gender</td>
<td>International Perspectives</td>
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<td>Environmental Perspectives</td>
<td>Analytical Thinking</td>
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<td>Conceptual Thinking</td>
<td>Creative Thinking</td>
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<tr>
<td>Writing Skills</td>
<td>Oral Expression</td>
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</table>
USF ST. PETERSBURG - NEW COURSE PROPOSAL Submitted


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<th>Email</th>
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<tr>
<td>crossman</td>
<td>3-4143</td>
<td><a href="mailto:crossman@mail.usf.edu">crossman@mail.usf.edu</a></td>
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<tr>
<td>CLP</td>
<td>4630</td>
<td>Ethics in Psychology and Health</td>
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Is the course title variable?  N
Is a permit required for registration?  N
Are the credit hours variable?  N

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<tr>
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Abbreviated Title (30 characters maximum)
Ethics in Psychology & Health

Prerequisites
PSY 3213, UG, C

Corequisites

Co-Prequisites

Course Description
The purpose of this course is to review the ethical, legal, and professional standards that direct the activities of health and mental health professionals. Ethical issues will be reviewed and an ethical decision making model will be presented.

3. Gordon Rule

Does this course meet the **writing** portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A

Does this course meet the **computation** portion of the Gordon Rule?
N
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

Ethics in Psychology and Health is an important addition to undergraduate curriculum in the College of Arts and Sciences. This course will serve as one of the core classes for the system-wide Bachelor of Science in Health Sciences curriculum and also will be critical for pre-health concentration among Psychology Majors.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

Health and mental health professionals routinely face ethical and legal problems through the course of their practice as clinicians, researchers, and educators. This course will focus on reviewing the ethical, legal, and professional standards and guidelines that direct the activities of health and mental health professionals as well as students (both undergraduate and graduate) who are completing internships, practica, and service learning activities. In this course, students will gain knowledge of the ethical issues faced by health and mental health professionals and will be provided the opportunity to examine possible solutions to these problems via assigned readings, classroom discussion, and the use of case studies that employ an ethical decision making model. Currently no existing psychology or health science courses offered at USFSP focus specifically on professional ethics related to research, practice, and education.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course will be offered as an upper-division course for Psychology and Health Science majors and minors.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes, this course has been offered as a Selected Topics course (PSY 4931) several times since 2007 and was very well received. With a cap of 50, enrollment has varied between 35 and 50.

E. How frequently will the course be offered? What is the anticipated enrollment?

Once per year, with an expected enrollment of 50

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

36 hours of graduate credit in psychology

5. Other Course Information

A. Objectives

The course objectives are to provide: 1. An overview of professional ethics in the fields of health and mental health. 2. A practical and experiential understanding of the ethical issues and dilemmas that arise for health and mental health professionals across various roles (e.g., clinicians, researchers, educators) and settings (e.g., hospitals and/or clinics, universities and colleges, research laboratories). 3. A foundation for students taking additional courses and pursuing advanced training in psychology and health sciences disciplines.

B. Learning Outcomes

Upon completion of this course, students should be able to: 1. Discuss the importance of studying ethics. 2. Differentiate between law, ethics, and morality. 3. Comfortably consult and otherwise use the ethics code/principles for health and mental health professionals. 4. Discuss some of the most common ethical dilemmas faced by health and mental health professionals. 5. Apply the principles learned in this course to...
service learning and other professional experiences.

C. Major Topics
Topics will include: differentiating between law, ethics, and morality; ethical philosophies; ethics codes; ethical decision making; professional standards and competence; privacy, privilege, and confidentiality; mandatory reporting and the duty to protect; multiple relationships and dual roles; research ethics including informed consent and assent; ethics in teaching, supervision, and service learning.

D. Textbooks
Required Textbooks

6. Syllabus (Anatomy of a Syllabus)
Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
- N/A

Exit Requirements
- N/A

Skills and Dimensions
- N/A
COURSE SYLLABUS
Ethics in Psychology and Health
PSY xxxx, Section xxx
University of South Florida St. Petersburg
College of Arts and Sciences
Spring 2011
DRAFT

Instructor: Tiffany Chenneville, Ph.D.
Department: Psychology
Office: DAV 244
Hours: Tuesdays 11am-2pm or by appointment
Phone: 727-873-4585
Fax: 727-873-4526
E-mail: chennevi@mail.usf.edu
Class Time/Place: Tuesday 2:00pm/Location TBD

Required Textbooks and/or Materials:

Required Textbooks


Required Readings available on Blackboard


Required Readings available online

Chapter 490, Florida Statutes: Psychology (accessible at http://www.floridashealth.net/mqa/psychology/psy_statutes.html-follow instructions at the bottom of the web page)

*Please note that additional readings may be required and will be either posted on Blackboard or made available by the professor. Students should bring the assigned textbooks and assigned readings to each class in order to allow for review and analysis of materials.

Course Requirements:

Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam and other issues, the professor will not be accountable for emails sent from non-USF accounts.

Course Description:

Ethics in Psychology and Health is an upper-level course designed for psychology and health science majors at the University of South Florida St. Petersburg. Mental health and health practitioners routinely face ethical and legal problems through the course of their practice as clinicians, researchers, and educators. The purpose of this course is to review the ethical, legal, and professional standards and guidelines that direct the activities of health and mental health professionals as well as students (both undergraduate and graduate) who are completing internships, practica, and service learning activities. In this course, students will gain knowledge of the ethical issues faced by health and mental health professionals and will be provided the opportunity to examine possible solutions to these problems via assigned readings, classroom discussion, and the use of case studies.

The prerequisite for this course (and all 4000-level courses) is a grade of “C” or better (not “C-“) in PSY 3213 (Research Methods). For students with a Minor in Psychology, a grade of “C” or better in any college-level statistics course will substitute for PSY 3213. This course is a graduate-type seminar designed to provide advanced undergraduate students with an in-depth understanding of professional ethics in the field of psychology. This course serves as a pre-requisite for any of the service learning courses offered through the Department of Psychology at USFSP. Students must earn a grade of “C” or better to enroll in the psychology service learning courses.

Student Learning Outcomes:

Upon completion of this course, students should be able to:

1. Discuss the importance of studying ethics.
2. Differentiate between law, ethics, and morality.
3. Comfortably consult and otherwise use the ethics code/principles for health and mental health professionals.
4. Discuss some of the most common ethical dilemmas faced by health and mental health professionals.

5. Apply the principles learned in this course to service learning and other professional experiences.

Evaluation and Grading:

You will be asked to demonstrate the above learning outcomes in a variety of ways, which are described in detail below.

Exams (60% of grade): A portion of your grade will be computed based on exam scores. Four exams will be given throughout the semester. Each exam is worth 100 points. Assuming that you take all four exams, you may drop your lowest exam score. In this case, your highest three exam scores will be averaged and will constitute 60% of your course grade (20% per exam). If you miss an exam for any reason, you will receive a score of zero, and you will not be permitted to drop your lowest exam. In this case, your exam average will consist of the average of your four exam grades, including the zero for the missed exam (15% per exam). Exams are not cumulative and may consist of multiple-choice and short answer questions covering material from the preceding two to three lectures and assigned readings. You will be responsible for information covered in class and in the textbook and assigned readings. This will include information contained in class lectures, classroom discussions and activities, and out of class assignments. Please note that exams will be administered on Blackboard. Exams will be posted on Blackboard for one week. Exams will not be administered outside of the dates (before or after) listed in the course syllabus. There will be no make-up exams. You will receive a score of zero if you do not take an exam. You will have 1 hour and 15 minutes to complete each exam. One point will be deducted from your grade for each minute exceeding the time limit.

Final Reaction Paper (10% of grade): In lieu of a final exam, a final reaction paper will be due on the last day of class. The purpose of this paper is to force you to reflect on what you have learned in this course. Your paper must be a minimum of four pages and a maximum of eight pages. Your paper must be typed and double spaced (12 point font). Handwritten papers will not be accepted. Your reaction paper should address the following four questions:

1. What have I learned in this course?
2. Why is it important to study ethics, and why are ethics challenging?
3. What is the difference between law, ethics, and morality?
4. How will I use what I learned in this course as a student, as a professional, and in my personal life?

Please use headers in your paper (one question per header). This paper is worth 100 points and will constitute 10% of your course grade. Absolutely no late final reaction papers will be accepted. You will receive a score of zero for this assignment if you do not turn it in and/or turn it in late. Please attach the Final Reaction Paper Grading Rubric included at the end of this syllabus to your paper. Papers received without the grading rubric will be returned.

Case Study Project (20% of grade):
You will be responsible for completing a case study assigned to you during the first few weeks of class. This project will involve both a written component and an oral component and will require that you apply portions of an ethical decision making model to be discussed in class.
More detailed information about this project is contained in a separate document titled “Case Study Project”, which is saved under Course Documents in Blackboard. A grading rubric for this assignment is contained at the end of this syllabus. The grading rubric must be attached to your paper when you submit it; otherwise, it will not be graded.

Participation and Homework (10% of grade): You are expected to attend class and participate in class discussions and activities. You should come to class prepared to discuss assigned readings. When assigned, homework will be collected at the beginning of class and will be graded on a pass-fail basis. **No late homework will be accepted.** Attendance may be taken at any time during class. You will receive credit only if you are in class when attendance is taken and if assigned homework has been completed and turned in. If you complete and submit homework but do not attend class, you will receive only partial credit for that day. A total of 150 points (15 class days x 10 points for each day) can be accumulated toward your participation grade for the semester. Your participation grade will be derived by dividing the number of points you earn by 150.

**Extra Credit:** Please note that opportunities to earn extra credit points may be provided throughout the semester at the discretion of the professor.

### Grading Criteria:

<table>
<thead>
<tr>
<th>A+</th>
<th>B+</th>
<th>C+</th>
<th>D+</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>87-89</td>
<td>77-79</td>
<td>67-69</td>
<td>59 or below</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
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<td>80-82</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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</table>

### Course Policies

The policies listed below are intended to create an environment conducive to learning whereby respect is maintained between and among the professor and students. Failure to comply with these policies will be handled on an individual basis and may result in disciplinary action.

**Academic Accommodations.** Students with disabilities are encouraged to meet privately with the professor during the first week of class to discuss accommodations. Please bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations. Two weeks notice is required for accommodated examinations.

**Academic Integrity.** Behaviors that are contrary to University standards will not be tolerated. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the professor about course-related material. Any student found guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

**Cell Phones.** Students are expected to turn off cell phones and pagers during class.
**Classroom Behavior.** Students are expected to academically engage during class. Behavior that is not relevant to learning course material will not be tolerated (e.g., sleeping during class, engaging in irrelevant conversations with classmates, completing work for other courses). Students who engage in such behavior may be asked to leave the classroom and will lose participation points.

**Classroom Discussion.** Students will be encouraged to participate in relevant classroom discussion. In order to maintain an orderly environment, it is important that students demonstrate respect toward each other during classroom discussions. Students are expected to listen to others while they are speaking and to limit unnecessary interruptions.

**Classroom Notes and Tapes.** Class lectures may be recorded with the permission of the professor. However, neither class notes, nor tapes may be used for purposes other than studying or otherwise enhancing class performance. Under no circumstances may class notes or tapes be sold.

**Diversity.** Students are expected to be respectful of one another. Diverse opinions are welcome. It is important for students to maintain sensitivity to cultural differences and alternative lifestyles.

**Incomplete Grade Policy.** An “I” grade may be awarded at the discretion of the instruction. An “I” grade indicates incomplete coursework and may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

**Preparation.** Students are expected to complete assigned readings and assignments by their due date, and students are expected to come to class prepared to participate in classroom discussions and activities.

**Punctuality.** Students are expected to arrive to class and to return from break on time.

**Religious Preference Absence Policy.** Students who anticipate being absent from class due to the observation of a major religious observance and do not want the absence(s) to count against their participation grade must provide advance written notice of the date(s) to the professor.

**Course Schedule:**

Please note the following is a tentative schedule. Topics and exam dates may change. Any changes to the syllabus will be announced in class. Class attendance and punctuality are required, and it is the responsibility of students to be aware of any changes to the syllabus.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Knapp &amp; VandeCreek,</td>
<td>Introduction &amp; Review Syllabus</td>
</tr>
<tr>
<td>January 11th</td>
<td>Chapter 1</td>
<td>Law, Ethics, &amp; Morality</td>
</tr>
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<tr>
<td>Week 2</td>
<td>Knapp &amp; VandeCreek,</td>
<td>Philosophy of Ethics</td>
</tr>
<tr>
<td>January 18th</td>
<td>Chapter 2</td>
<td>Guest Lecture</td>
</tr>
</tbody>
</table>
| Week 3 | January 25\textsuperscript{th} | Knapp & VandeCreek, Chapters 3 & 4  
APA Ethics Code (2002)  
Nagy, Chapter 1 | Ethics, Ethics Codes, & Ethical Principles  
Ethical Decision-Making |
|---|---|---|---|
| Take Exam \#1 on Blackboard between January 25\textsuperscript{th} at 5pm and February 1\textsuperscript{st} at 2pm | Week 4 | February 1\textsuperscript{st} | Knapp & VandeCreek, Chapter 5  
Nagy, Chapter 2 | Professional Standards & Competence |
| | Week 5 | February 8\textsuperscript{th} | Knapp & VandeCreek, Chapter 8  
Nagy, Chapter 4 | Privacy, Privilege, & Confidentiality |
| | Week 6 | February 15\textsuperscript{th} | Knapp & VandeCreek, Chapter 9  
Chenneville (2000)  
Chenneville (2007) | Mandatory Reporting & Duty to Protect |
| | Week 7 | February 22\textsuperscript{nd} | TBA | Case Study 1: “Sophie”  
Special Topics (as time permits) |
| Take Exam \#2 on Blackboard between February 22\textsuperscript{nd} at 5pm and March 1\textsuperscript{st} at 2pm | Week 8 | March 1\textsuperscript{st} | Knapp & VandeCreek, Chapter 6  
Nagy, Chapter 3 | Multiple Relationships & Dual Roles |
| | Week 9 | March 8\textsuperscript{th} | TBA | Case Study 2: “Laura”  
Special Topics (as time permits) |
| | Week 10 | March 15\textsuperscript{th} | SPRING BREAK | SPRING BREAK |
| | Week 10 | March 22\textsuperscript{nd} | TBA | Case Study 3: “Jake & Amy”  
Special Topics (as time permits) |
| | Week 11 | March 29\textsuperscript{th} | Knapp & VandeCreek, Chapter 7 | Autonomy & Decision Making: Informed Consent & Assent |
| Take Exam \#3 on Blackboard between March 29\textsuperscript{th} at 5pm and April 5\textsuperscript{th} at 2pm | Week 12 | April 5\textsuperscript{th} | Knapp & VandeCreek, Chapters 14 & 15  
Nagy, Chapters 7 & 8 | Ethics in Teaching & Supervision  
Ethics & Service Learning |
| | Week 13 | April 12\textsuperscript{th} | TBA | Case Study 4: “Gina”  
Special Topics (as time permits) |
| | Week 14 | April 19\textsuperscript{th} | Knapp & VandeCreek, Chapter 16  
Nagy, Chapters 7 & 8 | Ethics & Research |
<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Take Exam #4 on Blackboard between April 19&lt;sup&gt;th&lt;/sup&gt; at 5pm and April 26&lt;sup&gt;th&lt;/sup&gt; at 2pm</strong></td>
<td></td>
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<tr>
<td>Week 15</td>
<td>TBA</td>
<td>Case Study 5: “Alex” Special Topics (as time permits)</td>
</tr>
<tr>
<td>April 26&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Week 16</td>
<td>FINAL EXAM WEEK</td>
<td>FINAL EXAM WEEK</td>
</tr>
<tr>
<td>May 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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</tbody>
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# Grading Rubric

## Case Study Project

<table>
<thead>
<tr>
<th>Written Component</th>
<th>Points Available</th>
<th>Points Earned</th>
<th>Revision</th>
</tr>
</thead>
</table>

**Identify the Problem**
- Brief summary of the issue(s)  
  5
- Applicable ethical principles  
  10
- Applicable ethical standards  
  10
- Applicable laws  
  10
- Implications  
  5

**Develop Alternative Solutions**
- 3 solutions minimum  
  10
- Cognitive factors  
  10
- Emotional factors  
  10
- Risk-benefit analysis including short-term and long-term consequences  
  10

**Writing Style**  
- 10

**Extra credit for group papers**  
- 5

**Written Component Total**  
- 90

**Oral Component**
- Articulation of ideas  
  5
  N/A
- Handouts or other learning aid provided  
  5
  N/A

**Oral Component Total**  
- 10
  N/A

**Case Study Grade**  
- 100

*You MUST BE PRESENT to receive points for the oral component. If, for any reason, you are absent, you will not receive points for this portion of the assignment.

---

**Grading scale for each 5-point item:**

0=Not included  
1=Very Poor  
2=Poor  
3=Average  
4=Good  
5=Very Good

**Grading scale for each 10-point item:**

0=Not included  
1-2=Very Poor  
3-4=Poor  
5-6=Average  
7-8=Good  
9-10=Very Good

**Please attach this grading rubric and your original paper to your revision.**

Revisions will not be accepted beyond the due date and will not be graded without these attachments.

Name: ___________________  
Group #: __________________  
Case Name: __________________

Date Original Due: ________________  
Date Original Received: ________________

Date Revision Due: ________________  
Date Revision Received: ________________

Group Paper?  
Yes  
No  
If yes, list all names: __________________

____________________________
____________________________
____________________________

---
### Grading Rubric

Final Reaction Paper

**Ethics in Psychology**

<table>
<thead>
<tr>
<th>Page Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Available</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Headers (1 for each question)</td>
</tr>
<tr>
<td>What have I learned in this course?</td>
</tr>
<tr>
<td>Why is it important to study ethics, and why are professional ethics challenging?</td>
</tr>
<tr>
<td>What is the difference between law, ethics, and morality?</td>
</tr>
<tr>
<td>How will I use what I learned in this course in my personal/professional life?</td>
</tr>
<tr>
<td>Quality of Writing (APA style, grammar, spelling, punctuation, etc.)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Grading scale for each 5-point item:**
0 = Requirement Not Met  
5 = Requirement Met

**Grading scale for each 10-point item:**
0 = Not included  
1-2 = Very Poor  
3-4 = Poor  
5-6 = Average  
7-8 = Good  
9-10 = Very Good

**Grading scale for each 20-point item:**
0 = Not Included  
1-4 = Very Poor  
5-8 = Poor  
9-12 = Average  
13-16 = Good  
17-20 = Very Good

Name: ________________________________