PSYC 630.01: Ethics

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University of Montana - Missoula

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**SYLLABUS**

Ethics
Psyc 630, Sec 01
CPC 121
Tuesdays and Thursdays 9:40 – 11:00am
Spring Semester 2003

Gyda Swaney, PhD
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email: gswaney@selway.umt.edu
Office Hours: M, T, W, Th 2-3pm
and by appointment

Prerequisite: Graduate student in clinical psychology.

Introduction and Objectives:
Ethics is the study of those assumptions held by individuals, institutions, organizations, and professions that they believe will assist them in distinguishing between right and wrong and, ultimately, in making sound moral judgments (Bersoff & Koeppl, 1993, Delgado & McAllen, 1982). This course will, therefore,

- introduce graduate students to the “formal and enforceable documents that regulate professional, scientific, and academic conduct” (Bersoff, 1991),
- “develop in students a sensitivity to the ethical aspects of their work as present and future psychologists” (Bersoff, 1991),
- “actuate students to a deeper level of thought regarding these aspects and to leave them more considerate, critical, and skeptical about their own behavior and the ethical constraints under which they are asked to treat, teach about, and investigate human behavior” (Bersoff, 1991).

This course is a seminar course and as a consequence, you are expected to learn from each other and teach each other. Participation is expected and required; please come prepared to discuss the assigned readings.

Required Texts:

Readings as assigned.

Recommended Readings:
Course Requirements:
1. Students are responsible for all class lectures, presentations, films, group discussions, and required readings.
2. Attendance is required. Two excused absences will be permitted for the semester. Absences in excess of this will result in a lower grade, e.g., more than two excused absences equals a reduction in grade from an A to a B.

Academic Dishonesty: Anyone caught cheating on exams or pop quizzes will automatically receive a failing grade. Any person or persons caught cheating will be referred to the department chair and/or dean for further disciplinary action.

Students with Disabilities who are requesting an accommodation, please see Dr. Swaney no later than February 6.

SCHEDULE

<table>
<thead>
<tr>
<th>January 28—Introduction and OVERVIEW</th>
<th>January 30—Lecture, Dr. Swaney, “Perry’s Model.”</th>
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</thead>
<tbody>
<tr>
<td>February 4—Bersoff, Chapter 1, Ethics codes and how they are enforced. (especially Ethical Principles of Psychologists and Code of Conduct) American Psychologist, 57(12)</td>
<td>February 6—Guest Lecturer, Ann Cook, PhD, “Historical and theoretical foundations.”</td>
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<tr>
<td>February 18—Bersoff, Chapter 2, How ethics are applied (continued).</td>
<td>February 20—Bersoff, Chapter 3, Learning ethics. Values</td>
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<tr>
<td>February 25—Bersoff, Chapter 3, Learning ethics (continued).</td>
<td>February 27—Bersoff, Chapter 4, Confidentiality, privilege, and privacy.</td>
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<td>March 4—Bersoff, Chapter 5, Multiple relationships.</td>
<td>March 6—Bersoff, Chapter 6, Psychological assessment.</td>
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<tr>
<td>March 11—Bersoff, Chapter 6, Psychological assessment (continued)</td>
<td>March 13—Bersoff, Chapter 7, Therapy and other forms of intervention. Bennett, et al., Part II: Being prepared day to day (pp. 45-119). Professional liability and risk management.</td>
</tr>
<tr>
<td>March 18—Bersoff, Chapter 8, Academia: Research, teaching, and supervision</td>
<td>March 20—Bersoff, Chapter 8, Academia: Research, teaching, and supervision.</td>
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<tr>
<td>March 24—SPRING BREAK</td>
<td>March 28—SPRING BREAK</td>
</tr>
<tr>
<td>April 1—Bersoff, Chapter 9, Forensic settings.</td>
<td>April 3—Chapter 10, The business of psychology</td>
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<tr>
<td>TAKE HOME TEST GIVEN</td>
<td>TAKE HOME TEST DUE, Monday, April 7, 5pm</td>
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<tr>
<td>April 8—Bersoff, Chapter 9, Forensic settings.</td>
<td>April 10—Chapter 10, The business of psychology.</td>
</tr>
<tr>
<td>April 15—Student Presentation #1—Kristin O’Shea, “Mandated Reporting.”</td>
<td>April 17—Student Presentation #2—Delia Campfield, “Confidentiality issues, ethics, and children/adolescents in therapy.”</td>
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<tr>
<td>April 22—Student Presentation #3—Michelle “Chelly” Harada, “Managed Care, the Indian Health Service, and Ethics.”</td>
<td>April 24—Student Presentation #4—Christopher Miller, “Research ethics.”</td>
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<tr>
<td>April 29—Student Presentation #5</td>
<td>May 1—Student Presentation #6—Elizabeth “Lizzy” Plunkett, “Ethics and Suicide.”</td>
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<tr>
<td>May 6—Student Presentation #7</td>
<td>May 8—Wrap-Up and OVERVIEW</td>
</tr>
</tbody>
</table>

Topic suggestions to get you started…
- Therapy with children: issues of confidentiality.
- Duty to warn.
- Research ethics with ethnic minorities.
- Assessment and evaluation ethics with ethnic minorities.
- Etc.