Evaluation of Ethics Training for Psychology PhD Students
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March 2015

Goal: To assess the adequacy of Ethics training in the Psychology PhD Programs.

Ethics Training in Psychology:
In order to complete the PhD in Psychology at The Graduate Center, CUNY, all students must demonstrate an understanding of the ethical principles that govern our field. Exposure to professional responsibility, human/animal subjects’ protections, and the responsible conduct of research occurs in multiple settings. All doctoral students in Psychology are required to complete a three credit ethics course sometime during their tenure in graduate school (PSYC 77100 Ethical and Legal Issues For Psychologists, or a comparable course) for credit with a grade of B- or better, or a grade of P). Many, but not all, students are also work in research labs in which additional, hands-on ethics training is provided. Most complete empirical dissertations that require human (or animal) subject protection clearance, and take the CITI course for responsible use of human subjects in research or the responsible use of animals in research as well as the on-line course in the Responsible Conduct of Research. Because the Ethics course provides us with the best opportunity to ensure sufficient coverage of relevant issues, we have embedded our Ethics Assessment efforts in that course.

Assessment Methods:
A committee of four faculty with extensive experience in teaching doctoral level ethics classes were identified and appointed to an ad-hoc ethics assessment committee. The committee included faculty with human subjects’ research, and animal research backgrounds:

Glen Hass (Brooklyn College; social psychology), Peter Moller (Hunter College; biopsychology), Joel Lefkowitz (Baruch College; Committee-Chair, industrial-organizational psychology), Tracey Revenson (Hunter College; health psychology).

The committee first determined what general domains should be covered in Psychology’s Ethics training with sensitivity to a) the varied needs of our disparate Training Areas, and b) the professional goals and expectations in our field (a “needs assessment”). The result of this needs assessment process is detailed in Appendix A. Eight core domains of content were identified:

1. INTELLECTIVE FOUNDATIONS
2. THE LEGAL/REGULATORY ENVIRONMENT
3. ETHICAL ISSUES IN THE CONDUCT OF RESEARCH WITH HUMAN PARTICIPANTS
4. ETHICAL ISSUES IN THE CONDUCT OF RESEARCH WITH ANIMALS
5. TRAINING IN THE RESPONSIBLE CONDUCT OF RESEARCH (RCR)
6. ETHICAL ISSUES IN THE ACADEMY
7. ISSUES RELATED TO SPECIFIC TYPES OF WORK SETTINGS

Based on these core domains, best practices in our field, and their years of experience teaching the Ethics course, the ad-hoc committee then developed a Curriculum Plan for Ethics Training that could
serve as a guide to instructors and advisors about the in-depth content that could be addressed within each of the seven Domains.

Finally, syllabi from Ethics courses that are taught regularly by Psychology doctoral faculty at the Graduate Center (Appendix B) were collected. An assessment instrument was created to allow for review of the syllabi (Appendix C). Each member of the ad-hoc ethics assessment committee was asked to code whether each syllabi provided covered each of the seven domains outlined in our needs assessment. It should be noted that each individual ethics course, offered across the 14 training areas would not necessarily encompass the entire content, but had to cover those areas most relevant to the training area. (e.g., Domain 4 is essential to the area of Animal Behavior and Comparative Psychology and less so to Critical Social Psychology); issues in Domain 7 are highly relevant to Industrial/Organizational Psychology and to a lesser degree, Health Psychology & Clinical Science, but less important to Brain, Cognition, and Behavior.

Assessment Results (see Appendix C):

- It was highly instructive to closely review the various syllabi representing the psychology ethics courses taught over the last few years. It is also true, that looking only at the course syllabus is a somewhat limited view of what is being taught in the classroom. As a result, it is possible that courses did cover issues that were not apparent on the syllabi. With that caveat, the review produced the following results:

  1. As expected, no course fully covered all seven ethics domains.
  2. Many courses were tailored to the student population taking the course in the various training areas. For example, courses that were aimed at clinical and industrial/organizational students focused almost completely on human subjects’ research and did not delve into issues concerning responsible conduct of research with animals. Moreover, these courses often had in-depth treatment of issues specific to clinical practice or work place issues congruent with the ethical principles of the American Psychological Association, which are most germane to their student populations.
  3. Courses that attempted to deal with both research methods and ethics tended to focus more on methods and less on ethical issues, in some cases having only a single week devoted to ethics.
  4. Issues concerning the intellective foundations of ethical principles and the legal/regulatory environment had the most coverage across all courses.
  5. Responsible conduct of research (e.g., fraud, plagiarism, data sharing) was not often not discussed under that rubric. It should be noted that this is a more recent requirement of federal agencies, and some of the syllabi represented courses that had not been taught since that specific requirement was imposed.)

Recommendations:

Although this was a preliminary effort to determine whether doctoral students in Psychology were gaining exposure to all of the relevant ethics domains in Psychology, it has led to a number of recommended actions going forward:

  1. The results of the Ethics assessment process and the Curriculum Plan for Ethics Training will be disseminated to all doctoral faculty and students in Psychology.
2. Those faculty teaching Psychology ethics courses will be encouraged to revise their syllabi to ensure coverage of the key ethics domains identified by the ad hoc ethics committee; at a minimum, they will be advised that they must include content on Responsible Conduct of Research coverage as defined by the National Institutes of Health and the National Science Foundation.

3. Research Methods courses and Ethics courses are both valuable and should be taught independently. Existing research methods courses with minimal explicit coverage of professional ethics should not be considered the equivalent of the required three-credit ethics training.

4. The Executive Office should monitor the requirement that all doctoral students in Psychology complete the CITI course on the responsible conduct of research early in their graduate training, but no later than during the semester they take the ethics course. In addition, all doctoral students in Psychology will be encouraged to complete the CITI course on either Human Subjects Research or the animal one, whichever is more appropriate for the type of research done by faculty in their training area, during their first year of graduate study but no later than during the semester they take the ethics course.

5. The Psychology Curriculum Committee will be tasked to ensure that all Ethics courses cover the seven content domains identified by the ad-hoc ethics committee. Each semester, all ethics courses will be submitted to that committee by the fourth week of the semester. The Psychology Curriculum Committee in consultation with the ad-hoc ethics committee will evaluate future syllabi for equivalency by students seeking to satisfy the Psychology Ethics requirement other than by taking PSY 77100.
Appendix A:

Curriculum Plan for Doctoral Training in
Ethical & Professional Issues

Overview

This outline is intended as broad coverage of training in ethical and professional issues for doctoral students in psychology; it is not a course syllabus. The plan is meant to be broad enough to be adaptable for different training areas and clusters. In addition, all students will be expected to complete the CITI training modules in protection of Human Subjects, Responsible Conduct of Research, and Conflicts of Interest by the end of their first year of doctoral study.

I. INTELLECTIVE FOUNDATIONS

A. Historical bases of the concern for and regulation of behavioral research (e.g., the Tuskegee experiments, Nuremberg Code, Belmont Report)
B. Origins of moral principles (e.g., moral philosophy; religion)
C. Moral development
D. Cultural influences.
E. Understanding the expression of (un)ethical behavior.
F. Nature and process of ethical decision-making (e.g., the rational model vs. intuition model)
G. Role played by one’s own attributes: e.g. personal and social Values
H. Role played by broader societal, political, economic influences

II. THE LEGAL/REGULATORY ENVIRONMENT

A. Federal Regulations as developed by the Office for Human Research Protections (OHRP), Institutional Animal Care and Use Committee (IACUC) and Health Insurance Portability and Accountability Act (HIPAA)
B. APA Ethical Standards and Code of Conduct
C. Training in the procedures of Institutional Review Boards (IRBs), with details specific to CUNY
D. Enforcement mechanisms
E. Child abuse reporting requirement
F. Licensing issues

III.1. ETHICAL ISSUES IN THE CONDUCT OF RESEARCH WITH HUMAN PARTICIPANTS

A. Privacy
B. Confidentiality (including certificates of confidentiality)
C. Voluntary informed consent (necessary elements; waiver of written consent)
D. Deception and Debriefing across multiple types of methods
E. Working with federally protected populations children; prisoners; pregnant women) as well as vulnerable populations (e.g., the cognitively impaired, the homeless, undocumented immigrants)
F. Working in special (e.g., public) field settings
G. Neuroethics

III.2. ETHICAL ISSUES IN THE CONDUCT OF RESEARCH WITH ANIMALS

A. Morality of animal research
B. Animal welfare
C. Training in the procedures of the Institutional Animal Care and Use Committee (IACUC), with details specific to CUNY

IV. TRAINING IN THE RESPONSIBLE CONDUCT OF RESEARCH (RCR)

A. Research Misconduct
B. Plagiarism
C. Data integrity and management
D. Collaborative research and shared ownership of data
E. Conflicts of interest
F. Whistle-blowing and observation of unethical behavior
G. Multiple Relationships; sexual harassment; discrimination
H. Authorship and Peer Review
I. Mentoring

V. ETHICAL ISSUES IN THE ACADEMY

1. Teaching responsibilities
2. Collaborative Research
3. Mentoring

VI. ISSUES RELATED TO SPECIFIC TYPES OF WORK SETTINGS

A. Typical Dilemmas Faced by Practicing Psychologists

1. Intrapersonal Role/Values conflicts
2. Psychologist-client values conflicts
3. Professional-organizational conflicts;
4. Economic/financial pressures
5. “Who is the client?” – Responsibility issues
6. “Who owns the data?” – Confidentiality issues
7. Third party payment issues
8. Collaborating with non-professionals
9. Other issues as needed

B. Potential Dilemmas Associated With Typical Work Settings

1. Interdisciplinary Research Teams
2. Individual-Private practice
3. Consulting organizations
4. Public settings
5. Institutional Settings, such as schools, hospitals, clinics, courts, pharmaceutical companies, business organizations, social service agencies
6. Other settings as needed
Appendix B

Ethics and Professional issues Syllabi Used for PhD Training In Psychology 2012-2014
Ethical and Legal Issues in Psychology
Fall 2013
PSYC 83600
Course Syllabus

Instructor: Dr. Patricia Zapf
Phone: 212-866-0608
Email: pzapf@jjay.cuny.edu
Skype: profzapf or pazapf

Class Meetings: Thursdays from 6:30 pm - 9:30 pm; Room 10.72.00 NB
John Jay College
524 West 59th St.

Office Hours: Tuesdays 11:00 am – 12:00 pm
Thursdays 3:00 – 4:00 pm
(via Skype) or by appointment

Course Website: Blackboard


Course Description: This course provides an overview of professional ethical guidelines, codes of conduct, and relevant regulations governing the activities of psychologists, including treatment/intervention, consulting, assessment, research, teaching, and the business of psychology. Readings and other course assignments will assist the student in gaining an understanding of relevant ethical codes of conduct, federal regulations, laws, and institutional rules, and how to apply these to develop solutions to ethical questions and dilemmas. The course will also focus on ethical issues related to forensic psychology through readings, discussions, and class presentations.

Course Objectives: Successful completion of the course will provide students with knowledge about ethical issues related to professional activities in psychology, including treatment/intervention, consulting, assessment, research, and teaching. Students will be familiar with the purpose, content, and scope of the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct (APA, 2002) and the Specialty Guidelines for Forensic Psychology (APA, 2013), as well as relevant laws, guidelines, and regulations governing the work of psychologists. Upon completion of the course, students should also understand methods for applying these guidelines, codes of conduct, and regulations in resolving ethical questions and dilemmas. In addition, students should be able to discuss the importance of life-long learning in psychology and continued professional development as well as delineate three ways in which one...
can continue to develop as a person and as a professional throughout the course of one’s life and career.

**Required Mandate:** As part of this class, each student must complete the program-required mandatory 2-hour course in child abuse recognition and reporting. I will upload a list of the various sites where this online training is available and once you have completed the training, please submit a copy of the certificate of completion to me (as a course requirement) and to the Director of Clinical Training for your file.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Leading Class Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Pre-Class Online Discussion Forum</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in Class Discussion (when not leading)</td>
<td>10%</td>
</tr>
<tr>
<td>Home Study Thought Papers (5% each x3)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Lead Discussion:** Each class, one student will be responsible for leading the discussion on a particular topic. *Every student must come to class having read the week’s readings and discussion board posts and prepared to actively participate and contribute to the class discussion.* The discussion leader is expected to: (a) summarize the week’s required readings; (b) bring in questions for group discussion (these can come from or expand upon those provided by students in the online pre-class discussion forum); (c) bring in (and be prepared to describe) 2 articles that represent the most relevant, up-to-date information on the week’s topic, and 1 legal case relevant to the week’s topic; and (d) discuss the ethical dilemma(s) involved in the legal case related to the week’s topic. The discussion leader is expected to facilitate discussion about the week’s issue or issues but every student in the class is expected to participate in the class discussion each week and discussion leaders should feel free to call upon students to answer questions or to summarize/discuss the week’s readings, discussion board posts, and ancillary materials brought in by the discussion leader. The discussion leader for the week must send the ancillary materials (2 articles and 1 legal case—this can be a summary or description of the case or the actual court report of the case) to me by the end of day on Tuesday for distribution to the class for Thursday’s class meeting. Leading a class discussion will constitute 20% of the student’s final grade. Discussion leaders will be graded in terms of the ancillary materials and other content brought in for discussion, your summarization of the relevant weekly readings, and the ethical dilemma or legal case brought in to promote discussion of the week’s topic.

**Pre-class Discussion Forum:** Each student is expected to engage in a pre-class discussion forum every week. This requires that you login to the class Blackboard site and begin preliminary discussions about the week’s topic(s). To assist the class discussion leader for the week, each student is expected to read the assigned readings and then submit 3 posts to the discussion board by the end of day on Monday. Preliminary discussions might include providing examples from your own experience, pointing out interesting or inconsistent facts from the readings, or providing your own thoughts and/or impressions about the issues. Each student is expected to engage in discussion with at least three other students in the discussion forum between Tuesday and Thursday each week. Pre-class discussion is worth 15% of each student’s final grade. The Discussion Post grading rubric is as follows:
## Points/Interpretation | Grading Criteria
--- | ---
4 Points/Excellent (A) | The comment is accurate, original, relevant, teaches us something new, and is well written. Four point comments add substantial teaching presence to the course, and stimulate additional thought about the issue under discussion.
3 Points/Above Average (B) | The comment lacks at least one of the above qualities, but is above average in quality. A three-point comment makes a significant contribution to our understanding of the issue being discussed.
2 Points/Average (C) | The comment lacks two or three of the required qualities. Comments that are solely descriptions of personal experiences often fall within this category; be sure to tie your experience back to the relevant ethical issue for a higher-point response.
1 Point/Minimal (D) | The comment presents little or no new information. However, one-point comments may provide important social presence and contribute to a collegial atmosphere. These are expected more from undergraduate students and less from graduate students.
0 Points/Unacceptable (F) | The comment adds no value to the discussion.

### Attendance and Participation:
Each student is expected to attend class and to be actively involved in the class discussion each week. When a student is not leading the week’s discussion, he or she is expected to actively participate and contribute meaningfully to the discussion. Participation in and contribution to class discussions is worth 10% of the final grade.

### Home Study Thought Papers:
There will be three (3) home study sessions throughout this semester. On these weeks, we will use a flipped-classroom approach. This means that you will need to complete the reading assignment (one-third of the APAIT Risk Management book that we will use for this course) and complete the required 1-3 page thought paper. In this thought paper I would like you to delineate three (3) key pieces of information that you learned from the readings. I’d like you to think specifically about how you might incorporate these elements into your practice as a psychologist and write about this in your paper. Home study thought papers are due via email by midnight (Eastern) on the day before class that week. I will be grading these papers on their content but sloppy writing always casts a negative
halo on the content of any paper so please use full sentences and appropriate grammar. Each paper is worth 5% of your final grade. During the class time we will engage in consultation and discussion about the issue you read and wrote about in your thought papers as well as any other cases or experiences that you would like to discuss or consult on.

**Final Paper:**

Each student will write a final paper on a topic of his or her choosing. The final paper is expected to cover a relevant legal or ethical issue in psychology and to include a discussion of the relevant ethical guidelines and the relevant literature. Paper topics should be submitted to the instructor by mid-semester and are due on the last day of classes. The final paper should be of publishable length and quality and is worth 40% of your final grade. I have always been of the mindset that it is best to kill two birds with one stone so please start thinking now about your paper for this course and how you might select a topic that will fit with something else that you are doing…research, teaching, training, second doc, dissertation, etc.

**Child Abuse Reporting:**

As part of this course, each student is required to complete a 2-hour mandatory child abuse reporting certification. There are a few different courses to choose from, all offered online. I am including the link to the course that most students have completed over the past few years (this one is free!) but feel free to select any course from the list that is handed out. Please email me a copy of the certificate of completion no later than November 1, 2013 and take a hard copy to the DCT for placement in your student file. [https://www.nysmandatedreporter.org/register/NoPassword/MRCBT.aspx](https://www.nysmandatedreporter.org/register/NoPassword/MRCBT.aspx)

**Academic Honesty:**

The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of The Graduate Center and the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer’s. The term “sources” includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, and comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer’s own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism.

The source should be cited whenever:
(a) a text is quoted verbatim
(b) data gathered by another are presented in diagrams or tables
(c) the results of a study done by another are used
(d) the work or intellectual effort of another is paraphrased by the writer
Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism.

For additional information, please consult “Avoiding and Detecting Plagiarism,” available in the Office of the Vice President for Student Affairs, the Provost’s Office, or at http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf.

(From The Graduate Center Student Handbook 11-12, pp. 36-37)

Special Needs:
To request accommodations please contact the Office of the Vice President for Student Affairs (Room 7301 Graduate Center; (212) 817-7400). Information about accommodations can be found in the Graduate Center Student Handbook 09-10, pp. 51-52). Please contact this office within the first week of classes. After initial arrangement with that office, please contact me within the first two weeks of classes.

Course Logistics:
I am not physically located in NYC but that does not mean that I won’t be available to you as if I were. Technology has advanced to a point where meetings and courses can be conducted from, literally, anywhere. This class will use a mix of various media including in-person class meetings on campus; online discussion forums; real-time online web meetings/conference calls using Fuze Meeting; and Skype for office hours and virtual meetings.

On Campus: For those days that I will be on campus, we will have in-person class meetings in Room 10.72.00 NB.

Fuze Meeting: The designation “Fuze Meeting” means that, for that particular week, we will be meeting in real-time online. You are expected to login to the Fuze meeting site by 6:30pm. I will email an invitation to the Fuze meeting ahead of time, which will provide the login details. For these Fuze meeting weeks, you will be required to be at a computer with internet access as you will be logging in online and using the Fuze Meeting online interface for both audio and visual components. I have no expectations about where you will be located as long as you show up online by the designated class time (so have fun in Jamaica but show up online for class!).

Skype: I will hold office hours every Tuesday morning (11:00 – 12:00 pm) and Thursday afternoon (3:00 – 4:00 pm) via Skype (or phone if you prefer the old fashioned way). This means that I will be sitting at my computer with Skype activated and you will be able to contact me via Skype if you need to. My Skype name is profzapf (if I am not online with that account, please try pazapf). If you have not already signed up for a Skype account, you might want to do so now. It is free and a great way to talk. If your computer has an internal or external webcam, I will also be able to see you. My computer has a camera so you will (fortunately or unfortunately) be able to see me (I will try to look presentable on Tuesday and Thursday mornings but if we Skype at any other time, I cannot guarantee good looking hair or the presence of makeup!). If this time does not work for you, you can make an appointment with me to either talk by phone or by Skype. I am also available via email and usually reply right away; however, I will always reply by the next scheduled office hour.

Blackboard: I have set up a Blackboard site for this class. This is where the pre-class online discussions will take place. You must engage in pre-class discussions in the week prior to class. To assist your discussion leaders, each student is required to submit three posts to the discussion forum by the end of day Monday.
You are also expected to engage with at least 3 other students in preliminary discussion about the week’s topic so you will need to ensure that you login to the site at least a few different times between Tuesday and Thursday to comment on other students’ posts. Your discussion leader will then expand upon or elaborate on some of these discussions during Thursday’s class.

I have also posted some class materials on the Blackboard site and will continue to do so throughout the semester as appropriate so please make sure to check out the “Content” tab every now and then to locate the Ethics Code, the Specialty Guidelines, and other relevant readings.
Weekly Course Outline

Week 1: Aug 29 (On Campus)  Introduction to the Course and to the APA Ethics Code
Week 2: Sept 12 (FuzeMeeting)  Resolving Ethical Issues
Week 3: Sept 19 (Home Study Week)  Risk Management and the Risk Management Model I
Week 4: Sept 26 (On Campus)  Competence
Forensic: Interface of Law & Psychology
Week 5: Oct 3 (FuzeMeeting)  Human Relations
Forensic: The Referral
Week 6: Oct 10 (On Campus)  Privacy & Confidentiality
Forensic: Collection & Review of Information
Week 7: Oct 17 (Home Study Week)  Risk Management and the Risk Management Model II
Week 8: Oct 24 (On Campus)  Advertising & Public Statements
Forensic: The Evaluation
Week 9: Oct 31 (Home Study Week)  Risk Management and the Risk Management Model III
Week 10: Nov 7 (On Campus)  Record Keeping & Fees
Forensic: Documentation of Findings and Opinions
Week 11: Nov 14 (FuzeMeeting)  Education & Training
Forensic: Testimony & Termination
Week 12: Nov 21 (FuzeMeeting)  Research & Publication
Forensic: Addressing Ethical Misconduct
Week 13: Dec 5 (On Campus)  Assessment
Week 14: Dec 12 (On Campus)  Therapy
Weekly Course Readings

**Week 1: Aug 29 Introduction to the Course and to the APA Ethics Code**

APA Ethical Principles of Psychologists and Code of Conduct

Speciality Guidelines for Forensic Psychology

**Week 2: Sept 12 Resolving Ethical Issues**

APA Ethical Principles of Psychologists and Code of Conduct

Speciality Guidelines for Forensic Psychology

**Week 3: Sept 19 Risk Management and the Risk Management Model I**

**Week 4: Sept 26 Competence; Forensic: Interface of Law & Psychology**

APA Ethical Principles of Psychologists and Code of Conduct

Speciality Guidelines for Forensic Psychology


**Week 5: Oct 3 Human Relations; Forensic: The Referral**

APA Ethical Principles of Psychologists and Code of Conduct

Speciality Guidelines for Forensic Psychology

**Week 6: Oct 10 Privacy & Confidentiality; Forensic: Collection & Review of Information**

*APA Ethical Principles of Psychologists and Code of Conduct*

**Speciality Guidelines for Forensic Psychology**

**Week 7: Oct 17 Risk Management and the Risk Management Model II**

**Week 8: Oct 24 Advertising & Public Statements; Forensic: The Evaluation**

*APA Ethical Principles of Psychologists and Code of Conduct*

**Speciality Guidelines for Forensic Psychology**

**Week 9: Oct 31 Risk Management and the Risk Management Model III**

**Week 10: Nov 7 Record Keeping & Fees; Forensic: Documentation of Findings and Opinions**

*APA Ethical Principles of Psychologists and Code of Conduct*

**Speciality Guidelines for Forensic Psychology**

**Week 11: Nov 14 Education & Training; Forensic: Testimony & Termination**

*APA Ethical Principles of Psychologists and Code of Conduct*
Speciality Guidelines for Forensic Psychology


Week 12: Nov 21 Research & Publication; Forensic: Addressing Ethical Misconduct

APA Ethical Principles of Psychologists and Code of Conduct

Speciality Guidelines for Forensic Psychology


Week 13: Dec 5 Assessment

APA Ethical Principles of Psychologists and Code of Conduct

Speciality Guidelines for Forensic Psychology

Week 14: Dec 12 Therapy

APA Ethical Principles of Psychologists and Code of Conduct

Speciality Guidelines for Forensic Psychology
Ethical and Legal Issues for Psychologists, Fall 2014
Prof. Anna Stetsenko, PhD

This course explores major approaches and topics related to ethics and ethics regulation in research and practice for psychologists. Theoretical and practical tools (e.g., codes, regulations and models of decision making) that help guide ethical conduct and decision making in the science and practice of psychology will be addressed. The course covers the history and current role of the federal government and various professional organizations in establishing guidelines and professional codes of ethics for research, teaching, and practice in psychology. Ethics issues and regulations in scholarship, academic cultures, research, teaching, clinical practice and other activities are covered. In addition to issues such as professional and cultural competence, diversity and research with protected and vulnerable populations, research with animals, and interactions with policy making, emerging areas such as neuroethics and ethics of research in cyberspace are discussed.

Requirements: Discussion of assigned readings in class, short written reactions to readings for each class, class presentation, and the final paper. CITI on-line human subject training and familiarity with the CUNY Human Research Protection Program (HRPP) and the Human Subjects/IRB regulations at the GC CUNY are also required. The presentation and final paper should focus on a specific area or topic of ethics and ethics regulation including presentation of a dilemma that demonstrates application of APA Ethical Principles and Standards in its resolution.
WEB RESOURCES

- **Ethical Principles of Psychologists and Code of Conduct**
- The Nuremberg Code
  http://www.ushmm.org/research/doctors/Nuremberg_Code.htm
- The Belmont Report
  http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html
- Final Report of the Tuskegee Syphilis Study Legacy Committee
  http://exhibits.hsl.virginia.edu/badblood/report/
  http://www.med.umich.edu/irbmed/FederalDocuments/hhs/HHS45CFR46.html
  https://nationalethicscenter.org/resources/187/download/ethical_legal.pdf
- CUNY IRBNet: http://www.gc.cuny.edu/About-the-GC/Resources-Services/Research-Sponsored-Programs/Human-Subjects-IRB#sthash.PNHLhNjP.dpuf
- The CUNY Human Research Protection Program (HRPP)
  http://www.cuny.edu/research/compliance/human-subjects-research-1.html
  https://nationalethicscenter.org/resources/187/download/ethical_legal.pdf

REQUIRED BOOK *(recommended for purchase):*

1. **Introduction. Goals, Objectives, Resources, and Requirements for the Class.**

2. **Ethical Issues in Behavioral Research: History and Context.**

   - The Belmont Report
     http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html
   - Final Report of the Tuskegee Syphilis Study Legacy Committee
     http://exhibits.hsl.virginia.edu/badblood/report/
   - United States Holocaust Memorial Museum: The Doctors Trial
     http://www.ushmm.org/research/doctors/
   - The Nuremberg Code
     http://www.ushmm.org/research/doctors/Nuremberg_Code.htm
   - *Ethical Principles of Psychologists and Code of Conduct*

**Additional readings:**


Additional readings:


5. **Contested Issues Related to Ethics Regulation. Ethical Decisions Making.**


*Additional readings:*


**Additional Readings:**


8. Ethical Issues in Cultural Contexts: Becoming a Culturally Competent Psychologist


Additional Readings:


- Parry, O., & Mauthner, N. S. (2004). Whose data are they anyway? Practical, legal and ethical issues in archiving qualitative research data. *Sociology, 38*(1), 139-152.

Additional Literature:


Oxford handbook of international psychological ethics (pp.103-112). Oxford University Press. Handbook


**Additional Literature:**


**Neuroethics. Ethical Issues in Internet research. Risk Management for Psychologists.**


Additional Literature:

• Shook, J. R., & Giordano, J. (2014). A principled and cosmopolitan neuroethics: Considerations for international relevance. Philosophy, Ethics, and Humanities in Medicine, 9 (1). Available at http://www.peh-med.com/content/9/1/1


The last 3 sessions – Students group presentations on selected topics, prepared in coordination with the instructor. The presentation should focus on a specific area or topic of ethics and ethics regulation including presentation of a dilemma that demonstrates application of APA Ethical Principles and Standards in its resolution.
Course Description

The aim of this course is to help students construct a critical framework for developing, conducting, and interpreting research. This will involve:

1) Understand the ontological and epistemological foundations of different approaches to research design and methods;
2) Critically evaluate published research papers in the social sciences;
3) Develop alternative research strategies that might be employed for various problems in the social sciences;

Course work will include discussing and critiquing readings from philosophy of social science, from methods texts, and from empirical reports from multiple research traditions. Students will also practice the skills of research by developing multiple approaches to their own research questions.

Learning Outcomes

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

1. Articulate the ontological and epistemological foundations of different approaches to research design and methods, as well as specific ethical problems confronted in different approaches.
2. Understand issues related to protection of human subjects and have completed CITI certification required for submitting a research proposal to the Institutional Review Board.
3. Critically evaluate published professional research drawing on qualitative, ethnographic, and quantitative traditions.
4. Construct and evaluate research designs common in psychological and interdisciplinary research.

Text and Materials

Readings will be provided in a course Dropbox folder.

Course Requirements

Paperless Class. Materials for this course will be available electronically and all assignments are expected to be turned in by email to the instructor.
Assignments.
Reflections: For some classes, you will be asked to provide a reflection on each of the assigned readings. Your reflections should be based on the overall theme(s) of the selections. However, they are NOT designed to summarize them but rather to point out important issues that these readings raise for you as well as pose issues or questions for class discussion. While summaries are to be avoided, you should indicate a clear knowledge of the main concepts and breadth of the readings. Each reflection is to be no longer than 2-3 pages double spaced. All reflections are due to my e-mail address 48 hours before class.

Reviews: When we consider specific research designs, you will be asked to read and critique empirical articles that have been selected to illustrate the method under consideration. You will use journal reviewer guidelines as a template for your critique. Your review should include a discussion of the ethical strengths, weaknesses and possible dilemmas presented by the article.

Final Paper: Your take home final will be to choose a research question and develop three alternative research strategies, three designs to investigate it, and a rationale for each design. This paper should be about 15 pages long. One must be quantitative and one must be qualitative. Include a discussion of the ethical trade-offs in the three designs.

Your final grade will be based on 30% for the reflections, 30% for the reviews of selected empirical studies, 30% for final paper using three different research strategies for a question of your choice, and 10% for your classroom participation.

All assignments are due by the beginning of the class period corresponding to the due date of the assignment (see the course schedule).
CLASS TOPICS AND ASSIGNMENTS

9/2 – Introduction
Class Activity: write a research question you would like to answer

9/9 Normal Science and the Logic of Research

Reflection 1 due

9/16 Field Experiments


JEP reviewer guidelines
Reflection 2
Class activity:
Analysis of strengths and limitations of Sampson et al 1997 in light of other readings.

9/23 No Class – Friday Schedule

9/30 Field Experiment continued

Class Activity: Break into groups and design a field experiment on the topic of your choice.

10/7 Critical and Qualitative Inquiry


Class Activity: discuss readings and share Bhatia reviews (Written review due 10/14)
10/14 Ethics of Inquiry


(Written Bhatia review 1 due)

Class Activity

Think about a topic of interest to you. What sorts of ethical dilemmas might be presented in studying it?

Prior to 10/14 complete and pass the CITI exam and gain certification.

10/21 Validity


Fine, M. Bearing Witness: Methods for researching oppression and resistence.


Supplementary:


Reflection 3

Class Discussion questions:

What if any absence of validity would make you feel you hadn’t done your job or you were ashamed? And what would make you feel you are doing what you intended and want to do? Why?

How do validity and ethics relate to each other?

10/28 Grounded Theory


Choose one of five articles in folder “Grounded Theory articles to be reviewed (in teams of two). Discuss Reviews

Review 2 of Grounded Theory Article (written submission 10/28)

11/4 Participant Observation/Ethnography


Choose one of five articles to review (in teams of two) from folder “Ethnographic articles to be reviewed.

Class Activity:

Discuss reviews (written review 3 due 11/11)

11/11 Discourse and Narrative approaches (if guest lecturer readings and class activity may change)

Chapters 4, 5, 6, 9 in Handbook of Qualitative Research

Written review 3 due

Class Activity: Design a research study and analysis approach using one of the approaches from this week’s readings.

11/18 Participatory Action Research - Professor Michelle Fine –Social Personality

Greenwood, D.J. & Levin, M. Reform of the social sciences and of universities through action research. Chapter 2.


Divide up so that each student reads two:


Torre, M.E, Fine, M., Stoudt, B., & Fox, M. Critical Participatory Action Research as public science.


11/25 Comparing research approaches

Schweizer, T. Epistemology: The nature and validation of anthropological knowledge.

12/2 Student presentations of research designs

12/9 Student presentations of research designs

12/16 Reading Day - Final Paper due by 12:00 MIDNIGHT
ETHICAL AND LEGAL ISSUES FOR PSYCHOLOGISTS

COURSE DESCRIPTION
This course is designed to provide a forum for discussion about the ethical issues that arise in psychological research with human and animal subjects as well as responsible conduct of research. The course will examine the underlying philosophy and history of the federal regulations for the protection of human and animal subjects, the different ethical issues that arise with different research methods and populations, and the dialectic between ethics and science. Ethical issues will be discussed through the use of case studies, debates, role-playing and discussion of diverse experiences involving both human and animal subjects. Students will also become familiar with the federal guidelines through review of IRB applications as we convene a mock IRB meeting.

LEARNING OBJECTIVES
1. Students will demonstrate critical knowledge of historical and philosophical roots underlying moral theories.
2. Students will demonstrate awareness of legal and ethical issues when working with human or animal subjects and will be able to resolve potential dilemmas arising from this work.
3. Students will demonstrate social responsibility and ethical leadership.

INSTRUCTORS
Prof. Peter Moller, Department of Psychology, Hunter College
212.772.5197 (voice) 212.772.5620 (fax)
E-mail: pmoller@hunter.cuny.edu

Prof. Tracey Revenson, Department of Psychology, Hunter College
212.817.8709 (GC) or 212.396-6761 (Hunter)
e-mail: TRevenson@gc.cuny.edu

Guest Instructors
Prof. S.B. Baumrin, Department of Philosophy, Graduate Center
Prof. Joel Lefkowitz, Professor Emeritus, Psychology, Baruch College

READINGS
Readings consist of books, book chapters from selected anthologies, and journal articles. Other required readings will be provided as PDFs.

Required text

Recommended text
COURSE REQUIREMENTS

There will be no exams. Grades will be based on (a) participation in class discussions, (b) leading a class discussion on a specific topic, (c) written notes for the mock IRB meeting and (d) practice IRB and IACUC protocols. Each is described below.

a) Participation in class discussions. Meaningful participation in discussions presupposes that assigned readings for a class session will be read prior to the class meeting. The course will be conducted in a seminar format, i.e., mostly discussion. Punctual attendance and class participation are essential to the success of the course. Students are expected to complete all required readings and writing assignments prior to class, be on time for class, and participate actively in class discussions. Please notify Prof. Moller in advance if you will be missing class. Students who miss more than one class may be subject to extra assignments.

(b) Lead a provocative class discussion. For some of the class sessions, teams of two students will lead a 1/2 hour discussion. The discussion should not be merely a summary of the assigned reading for the topic. Instead, the discussion should focus on a controversial issue or a provocative incident requiring difficult ethical choices related to the topic of the class session.

(c) Written notes for a mock IRB meeting. This is a written assignment. Two weeks prior to the meeting you will receive a packet of applications to be reviewed with instructions and assignments for primary reviewers. At the mock IRB meeting, we will discuss the applications in depth and vote on whether they should receive IRB approval. Using standardized forms, you will be expected to prepare notes for the meetings. Written notes must be turned in before the beginning of the IRB meetings in order to receive credit for the assignment.

(d) Preparation of a practice IRB and IACUC protocol. These protocols will be reviewed as they would be by the relevant institutional review process. Students will also become familiar with the federal guidelines through review of IRB applications as we convene mock IRB meetings. The Hunter IACUC forms will be available on BB. The IRB and IACUC protocols are due on May 1st at the latest.

(e) Online CITI training. Each student must pass the CITI (Collaborative Institutional Training Initiative) certifications for both animal and human subjects as well as the RCR (Responsible Conduct in Research) if they have not already. You must submit a hard copy of your Certificate of Completion by March 26th, the day before the mock IRB meeting. If you already have certificates, please you may email them to Prof. Moller

Responsible Conduct of Research (RCR)
The federal government is enforcing more regulations that require universities to show that there are training programs in place to address potential abuses on grants. The latest are Misconduct in Science – please note that NSF is now using an anti-plagiarism software in its review of proposals, and there have been a number of challenges throughout CUNY. CUNY is committed to the responsible and ethical conduct of research. CUNY’s RCR program and related resources can be found on the CUNY website. Effective August 1, 2012 all faculty, postdoctoral researchers, graduate and undergraduate students involved in research-related activities must complete the Collaborative Institutional Training Initiative’s (CITI) Responsible Conduct of Research Training. For more information on how to complete this training please see: https://www.citiprogram.org. Your organization is the City University of New York.
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<td>1/30</td>
<td>Overview Responsible Conduct in Research</td>
<td>Moller/Revenson</td>
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<td>2/06</td>
<td>IRBs and the Federal Regulatory Process</td>
<td>Revenson</td>
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<td>2/13</td>
<td>Informed Consent</td>
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<td>2/20</td>
<td>No class - classes follow Monday schedule</td>
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<td>2/27</td>
<td>Philosophy of Ethics</td>
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<td>3/06</td>
<td>Legal Aspects of Ethics</td>
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<td>Deception &amp; Debriefing</td>
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<td>3/20</td>
<td>Negotiating Publication Credit</td>
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<td>3/27</td>
<td>Mock IRB Meeting</td>
<td>Revenson/Moller</td>
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<td>4/03</td>
<td>Animal-Human Coexistence – Animal rights</td>
<td>Moller</td>
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<td>4/10</td>
<td>Research with animals</td>
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<td>4/14-4/22</td>
<td>Spring Recess</td>
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<td>4/24</td>
<td>Animal Welfare and IACUCs</td>
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<td>5/01</td>
<td>Ethical Issues for Psychologists in Organizational Settings</td>
<td>Lefkowitz</td>
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<td>5/08</td>
<td>Ethics and Neuroscience – Neuroethics</td>
<td>Moller</td>
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<td>5/15</td>
<td>Student presentations: IRB &amp; IACUC protocols</td>
<td>Moller/Revenson</td>
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<td>5/22</td>
<td>Student presentations: IRB &amp; IACUC protocols</td>
<td>Revenson/Moller</td>
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COURSE SCHEDULE WITH WEEKLY READING ASSIGNMENTS

1/30 Responsible Conduct in Research Moller/Revenson

Interactive video: http://ori.hhs.gov/thelab Introduction, then play graduate student Kim Park.

http://www.thenation.com/article/165313/disgrace-marc-hauser


2/06 IRBs and the Federal Regulatory Process Revenson

Sales & Folkman, Chapter 1, 2, 3, 5 and Appendix C (National Institutes of Health 1979). The Belmont Report: Ethical Principles and Guidelines for Protection of Human Subjects of Research, or http://ohrp.osophs.dhhs.gov/humansubjects/guidance/belmont.htm


2/13 Informed Consent Revenson

Sales & Folkman, Chapter 4


ASSIGNMENT: Review of grant proposal: A pilot study of reduced smoking…
Frankena, W. Ethics, chapters 2 (Egoistic and Deontological Theories) & 3 (Utilitarianism, Justice, and Love).


**Student presentation & discussion**


**Brief student summary** (15min) of Skloot, R. *The Immortal Life of Henrietta Lacks*, Paperback; used $3.27 (Amazon) – privacy – patentability – property rights

**Student teams lead discussions of:**

1. Robert Buckhout on "Unreliability of eyewitness reports and identification"


**3/13 Deception & Debriefing**

Sales & Folkman, Chapter 6

**Student teams lead discussions of:**


Negotiating Publication Credit

Sales & Folkman: Chapter 7: Authorship and Intellectual Property


Mock IRB Meeting

*** Materials will be distributed in class on 3/13

Animal-Human Coexistence – Animal rights


Tannenbaum, J. & Rowan, A.N. (1985). Rethinking the morality of animal research. *Hastings Center Report* October 32-43. (“….utilitarianism still fails as a general theory because it will often undervalue or overvalue the moral status of research animals…..”)

Student team leads discussions of:

**Research with animals**


**Student teams will lead a discussion of:**


**Animal Welfare and IACUCs**

Working with the IACUC (2002). American Association for Laboratory Animal Science


*Note – authors publishing in Animal Behaviour, Ethology, Journal of Fish Biology must adhere to these guidelines*

Read Section 8.


**ASSIGNMENT:** Check guidelines of other learned societies (e.g. Society for Neuroscience)

**Ethical Issues for Psychologists in Organizational Settings**

Readings to be assigned


Selections also will be made from the following books:


**Student debate**: fMRIs as diagnostic and research tools: Who owns the information?

5/15  Student presentations: IRB & IACUC protocols  Moller

5/22  Student presentations: IRB & IACUC protocols  Moller/Revenson

COURSE SYLLABUS: Ethical/Legal Issues for Psychologists (77100)

Course Title: Ethical/Legal Issues for Psychologists
Department: Department of Psychology
Instructor: Anil Chacko, Ph.D.
E-mail: anil.chacko@qc.cuny.edu
Meeting time: Thursday, 12:10-2:00pm
Office Hours: Wednesday 11:00-12:00 (by appointment)
Room: SB A302

COURSE DESCRIPTION:
Ethical and legal issues that arise in the course of dealing with human or animal subjects, in teaching, research, assessing or treating patients, interacting with colleagues and the public, and in publishing scholarly works. Professional issues, such as preparing CVs, job seeking, certification and licensing are also considered.

COURSE OBJECTIVES:
• Thoroughly familiarize the student with the APA ethic code
• Support student in critical analysis and implementation of the APA ethic code to teaching, research, clinical and professional activities.
• Support student in completion of child abuse certification, Health Insurance Portability and Accountability Competence (HIPAA) certification, and development of their Curriculum Vitae

Upon completion of the course, the conscientious student should be able to think critically and discuss the application of the APA ethic code to various professional activities and roles.

TEXTBOOK:


GRADE CALCULATION (for doctoral students):

Curriculum Vitae/HIPAA Certification/Child Abuse Certification **Must be completed to Pass Course**

Students are required to submit an updated curriculum vitae based on a model discussed in Class. Furthermore, students must complete New York State-approved certification of Child Abuse identification and Reporting (found at [http://www.op.nysed.gov/training/caproviders.htm](http://www.op.nysed.gov/training/caproviders.htm)) as well as HIPAA Certification (found at various websites, including: [http://www.hipaaexams.com/](http://www.hipaaexams.com/))

Term paper (Minimum 10 pages, double space, 11pt Ariel font, 1” margins): 50%
Over the course of eth semester, the student is expected to identify a topic in which there is a clear role of a psychologist and where the APA Ethical Code may be applied. Students are given the liberty to identify real-world examples or broader topics that have not been covered
during class. This topic must be approved by the instructor. Once approved, the paper must consist of a) clear description of the topic/example; 2) why the topic/example should be considered an “ethical issue” for a psychologist (i.e., what is the ethical issue?); 3) Identify the standards and codes applicable to the topic/example, and; 4) Discuss several possible ways in which the topic/example may be addressed given the ethical standards/codes.

**Class Presentation**
Students are responsible for a ten minute power point presentation of their term paper. This must highlight (briefly) each of the issues that are to be addressed in the term paper (see above). Students should be prepared to answer questions from the instructor and peers regarding their presentation.

**Final (short answer)**
Students will be given an in-class final exam that consists of 6 scenarios of potential ethical violations. The student must choose three questions and must be able to identify 1) why the scenario should be considered an “ethical issue” for a psychologist (i.e., what is the ethical issue?); 2) Identify the standards and codes applicable to the scenario, and; 3) Discuss several possible ways in which the scenario may be addressed given the ethical standards/codes.

**GRADE SCALE:**

- **A+** 97-100, **A** 94-96, **A-** 90-93
- **B+** 87-89, **B** 84-86, **B-** 80 - 83
- **C+** 77-79, **C** 74-76, **C-** 70 – 73
- **D+** 67-69, **D** 65-66, below 65 is failing.

**CLASS PARTICIPATION:** Each student is expected to come to class prepared (having read the weeks’ assigned readings) to participate.

**ACADEMIC HONESTY (for doctoral students):** The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner. Anyone suspected of academic dishonesty will be subject to disciplinary action and will be reported to The Graduate Center’s Department of Psychology Executive Officer Maureen O’ Connor, Ph.D., J.D. (moconnor@gc.cuny.edu).

**ACADEMIC HONESTY (for Master’s students):** Queens College of the City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner. Anyone suspected of academic dishonesty will be subject to disciplinary action and reported to Dr. Joe Bertolino of the Office of the Vice President for Student Affairs (Joe.Bertolino@qc.cuny.edu).

**SCHEDULE OF CLASSES AND TOPICS**

**Class 1 (August 29): Introduction**
Class 2 No Class- Rosh Hashanah

Class 3 (September 12): Ethical theories; Issues of Diversity
Textbook Reading(s): K&K-S, Ch. 1-4

Chapter 1: On being ethical
Chapter 2: Making ethical decisions and taking action
Chapter 3: Enforcement of ethical conduct
Chapter 4: Knowing thyself: Understanding competence and credentials

Additional readings:
Crowley, J.D. & Gottlieb, M.C (2012). Objects in the mirror are closer than they appear: A primary prevention model for ethical decision making. Professional Psychology: Research and Practice, 43, 65-72.


Class 4 (September 19): Codes of ethics; APA Ethical Principles
Textbook Reading(s): K&K-S, Appendix A

Appendix A: American Psychological Association: Ethical principles of Psychologists and Code of Conduct

Additional Readings:


Class 5 (September 26): Clinical Issues
Textbook Reading(s): K&K-S, Ch. 5-9
Chapter 5: Psychotherapy part I: Ethical obligations of psychotherapists
Chapter 6: Psychotherapy part II: Techniques and controversies
Chapter 7: The mental health business: Money and managed care
Chapter 8: Privacy, confidentiality, and record keeping
Chapter 9: Psychological assessment: testing and tribulations

Additional readings:

**Class 6 (October 3):** Clinical issues continued  
Textbook Reading(s): K&K-S, Ch. 10-12  
Chapter 10: Multiple-role relationships I: Boundaries, risks, and doing business  
Chapter 11: Multiple-role relationships II: Close encounters  
Chapter 12: Multiple-role relationships III: Attraction, romance, and sexual intimacies  

Additional readings:  

**Class 7 (October 10):** Clinical (cont.), professional relationships; licensure, respecialization; HIPAA  
Textbook Reading(s): K&K-S, Ch. 13 & 15  
Chapter 13: Relationships with colleagues, students, supervisees, and employees  
Chapter 15: The public face of mental health professionals  

Additional Readings:  

**Class 8 (October 17):** Teaching  
Textbook Reading(s): K&K-S, 16  
Chapter 16: Ethical dilemmas in academic settings  

**Class 9 (October 24):** Research, human and animal; IRB; IACUC  

Additional Readings:  
**Class 10 (October 31):** Pediatric issues (clinical and research)

Additional readings:


**Class 11 (November 7):** Writing and publication

Textbook Reading(s): K&K-S, 19
Chapter 19: Scholarly publication and the responsible conduct of research

Additional readings:


**Class 12 (November 14):** Preparing a CV; Cover letters; The interview process
(Term paper due; outline of proposed oral presentation due)

**Class 13 (November 21):** No Class

**Class 14 (November 28):** No Class- Thanksgiving

**Class 15 (December 5):** Student Presentations
CV, HIPAA certification, Child Abuse Training Certification due

**Class 16 (December 12):** Student Presentations

**December 19th:** Final Examination
COURSE OUTLINE SUMMARY

Approx. Lecture

1  I. Introduction/Orientation
   Outline/Goals of the course
   Assignments
   Student suggestions

II. Understanding Moral Action

2  A. Ethical Theory (Moral Philosophy)
3  B. Moral Psychology

III. Ethical Decision-Making

4  A. Personal and Social Values in Ethical Decision-Making
5  B. A Model for Making Ethical Decisions

IV. Research With Human Participants

6  A. APA Ethical Standards and Compliance Procedures, Federal Regulations (OPRR), Institutional Review Boards (IRBs), CUNY Requirements
7  B. Privacy, Informed Consent, Confidentiality, Deception and Debriefing

V. Institutional Values Frameworks

8  A. Professions and the Profession of Psychology
9  B. Corporate/Business Values & Codes of Conduct
10 & 11  C. The Values of I/O Psychology

12  VI. Professional Issues
   A. Professional Employment Issues
   B. Professional Licensure, Credentialing & Associations (APA, APS, SIOP, Metro, PTC/MW, PTC/SC, SHRM)

13 & 14  VII. STUDENT PRESENTATIONS: Individual Topics With Ethical/Values Implications
   Student Presentations [See List of Illustrative Topics]
COURSE OUTLINE AND READING LIST

Required Texts


References (Not Required)


(* Asterisked references are on electronic reserve through the Baruch Library)

Approx. Topic and Readings

Lecture

1 I. Introduction/Orientation.
   Readings [pre-assigned]:
   Lefkowitz: Chap. 1

2 II. Understanding Moral Action
   
   A. Ethical Theory (Moral Philosophy)
      Readings:
      Lefkowitz: Chaps. 2 - 4
      Sales & Folkman: Chap. 1
B. Moral Psychology

Readings:
Lefkowitz: Chap. 5
Lowman: #s 52, 58, 14, 15

For Reference

For those interested:
The March 2010 issue of Perspectives on Psychological Science (Vol. 5, No. 2) contains a series of eight articles dealing with two broad issues in moral psychology: (1) the role of intuition v. reasoning; and (2) the role of cost-benefit analyses (i.e., consequentialism) v. adherence to moral rules (i.e., deontology), in moral action

III. Ethical Decision-Making

A. Personal and Social Values in Ethical Decision-Making

Readings:
Lefkowitz: Chaps. 6, 7
* Ceci & Papierno (2005). The rhetoric and reality of gap-closing: When the “have-nots” gain but the “haves” gain even more. American Psychologist, 60, 149-160.
Lowman: #s 19, 20, 34

B. A Model for Making Ethical Decisions

Readings:
Lefkowitz: Chap. 15
Sales & Folkman: Chap. 9
For Reference

IV. Research With Human Participants

6 A. The Regulatory Environment: APA Code and Compliance Procedures; Federal Regulations; IRBs.

Readings:
Sales & Folkman: Chap. 2
Lowman: #s 22, 43, 56

For Reference
Mandatory Computer Based Training: <https://www.citiprogram.org>

7 B. Selection of Research Participants; Privacy, Informed Consent, Confidentiality, Deception and Debriefing

Readings:
Lefkowitz: Chaps. 13, 14
Sales & Folkman: Chap. 3 - 6
Lowman: #s 25, 38, 40
V. Institutional Values Frameworks

8 A. Professions and the Profession of Psychology

Readings:
Lefkowitz: Chap. 8, 9

Lowman: #s 4, 6

For Reference

9 B. Corporate/Business Values and Codes of Conduct

Readings:
Lefkowitz: Chap. 10, 11

Lowman: #s 9, 11

For Reference
C. The Values of Industrial-Organizational Psychology

Readings:

10

Lefkowitz: Chap. 12

* Lefkowitz, J. (2008). In order to prosper the field of organizational psychology should... expand its values to match the quality of its ethics. Special issue of Journal of Organizational Behavior, 29, 439-453.

Lowman: #s 29, 31

11


Lowman: #s 33, 48

For Reference


D. Institutional Values Relevant to Other Psychology Specializations (?)

VI. Professional Issues

A. Professional Employment Issues

Readings:

B. Professional Licensure, Credentialing & Associations (APA, APS, SIOP, Metro)

Readings:
Lowman: # 47, 48.

VII. STUDENT PRESENTATIONS

Individual relevant topics with ethical, societal &/or values implications: See list of illustrative topics; plus other topics, as appropriate/of interest for students in other subprograms.
**Illustrative Term Paper Topics**

Pros and Cons re the use of Deception in Psychological Research

Drug Testing in Industry

Use of Polygraphs or “honesty tests”

Ethical/Values Issues for International Corporations (Cultural Differences)

Moral Issues in the Globalization of Corporations

Should Corporations be "Socially Responsible"?

Business and Religion

Nature and Impact of Corporate Codes of Conduct

Professional–Organizational Conflicts

Strategies of Ethical Decision-Making

The Role of the Psychologist as General (not HR) Manager (Conflict Between Two Value Systems?)

Role of Intuition vs. Reasoning in taking moral action. [E.g., cf. series of 3 articles in *Perspectives on Psychological Science, 5*(2), 2010.]

Deontological (moral rules) vs. consequentialist (cost-benefit analysis) ethical approaches. [E.g., cf. series of 5 articles in *Perspectives on Psychological Science, 5*(2), 2010.]

Empirical research in moral psychology

Ethical Issues in Performance Monitoring in Industry

Ethical Issues regarding the Internet

Genetic Screening by Employers

*Any Other Approved Topic.*

*Those students in Psychology subprograms other than I-O are strongly encouraged to pick a topic pertinent to their field and interests*
**PH.D. PROGRAM IN PSYCHOLOGY**

**THE CITY UNIVERSITY OF NEW YORK**

Prof. Elliot L. Jurist  
Office: NAC 8/109  
Tel. (212) 650-5676  
Email: ejurist5@gmail.com  

Fall 2013  
Office Hours:  
Th 9:00am and by appt.

**ETHICAL AND LEGAL ISSUES IN PSYCHOLOGY**  
PSYC 77103 (25560), Monday, 2:00PM

**Course Description:**
The purpose of the course is to introduce students to a comprehensive range of ethical and legal issues in the field of clinical psychology. In the first six sessions, we shall discuss various ethical systems in the history of western philosophy; bioethics; and research, clinical and professional ethics, as represented by the APA code of ethics. In the following session, we will segue to discuss legal issues by reviewing the Tarasoff case and Tarasoff-related issues. In the eighth to tenth sessions, we will discuss legal issues with guest lectures from a forensics psychologist and an attorney who is an expert on psychology-related issues. The remaining sessions will be used for student presentations. Working in pairs, students will be given the opportunity to work on specialized topics of their choice and present them for class discussion. The course is designed to prepare your entry into the field of clinical psychology.

**Course Objectives:**

1) To learn how to think critically about ethical issues:  
   a. To understand the differences among various ethical systems  
   b. To understand the obligations that pertain to research and clinical work  
   c. To understand the obligations of a professional psychologist  

2) To become familiar with the APA Code of Ethics  
   a. To understand the General principles  
   b. To understand the Standards  

3) To learn how to think critically about legal issues  
   a. To understand the legal obligations of a psychologist  
   b. To understand the boundaries between ethics and the law  

4) To learn in detail about a chosen topic of interest within ethics and take responsibility for presenting it to the class  

5) To become familiar with issues about the identity and future direction of the field of clinical psychology  

6) To become prepared to undertake clinical work
Requirements:

1) Class attendance is mandatory and participation is desirable and always welcomed;
2) One presentation jointly presented with another student in the class (we will discuss various topics and formulate a schedule over the next few weeks);
3) One 10 page paper based upon the presentation, focusing on how feedback on the presentation has contributed to the evolution of your thinking

Reading:

3) See articles/websites under weekly reading
4) See end of syllabus for recommended reading

Grading:

1) Attendance (10%)
2) Class participation (20%)
3) Class presentation (35%)
4) Paper (35%)
   (A+=outstanding work; A or A-= quality work; B+,B or B-=competent work; C or below=not yet competent work)

9/8/14

Introduction to Ethics: An Historical Background.
Aristotelian Ethics, Kantian Ethics, Utilitarian Ethics, and Radical Critiques of Ethics
Hand-out written by me on comparing ethical systems
9/15/14

Introduction to Ethics, continued

Reading: Chapter 1, The Legal Floor and Positive Ethics and Chapter 2, Foundations of Ethical Behavior, PEP

Optional: Aristotle’s *Nicomachean Ethics*, Bk. 1 on happiness, Bk. 2 on virtue, Bk. 3 on moderation and magnanimity, Bk. 7 on continence/incontinence (Indianapolis: Hackett, 1985); Kant’s *Groundwork of the Metaphysics of Morals*, Preface, Part I: Transition from common rational to philosophical moral, and Part II: Transition from popular moral to metaphysics of morals (Cambridge: Cambridge University, 1997); Mill’s *On Utilitarianism* (London: Penguin, 1987); and Nietzsche’s *On the Genealogy of Morals*, Preface, Part I: ‘Good and Evil,’ Good and Bad’ (Cambridge: Cambridge University, 1994).

9/22/14

Introduction to Bioethics: What is Bioethics? The Principles of Autonomy, Beneficence and Non-Maleficence, and Justice

Reading:

1) What is Bioethics? Prof. John Bryant
   (https://www.youtube.com/watch?v=G5hwvRnOE9o)

2) An Introduction to Bioethics: Scopes of the field and a brief history of bioethics by Arthur L. Caplan & Glenn McGee (http://www.bioethics.net/bioethics-resources/bioethics-glossary/introduction/)


9/29/14

Introduction to Research Ethics

Reading:


2) Helsinki Statement: http://www.wma.net/e/policy/b3.htm

Introduction to Research, Clinical and Professional Ethics: The APA Code

Reading:

1) Introduction and Preamble, APA Code

2) General Principles, APA Code: Beneficence and Non-Maleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People’s Rights and Dignity

Optional: Koocher & Keith-Spiegel’s *Ethics in Psychology and the Mental Health Professions: Standards and Cases* (Oxford: Oxford University, 2008), (hereafter abbreviated as EPMHP), Chapter 5: Psychotherapy, Part I: Ethical Obligations of Psychotherapists (pp. 101-126), Chapter 6: Psychotherapy, Part II: Techniques and Controversies (pp. 127-158)

No Class on 10/13/14

10/20/14

Introduction to Research, Clinical and Professional Ethics: The APA Code, continued

Reading:

1) Hand-out of Test Cases

2) Ethical Standards, APA Code: Competence (1), Human Relations (2), Privacy and Confidentiality (3), Advertising and Public Statements (4), Record Keeping and Fees, Education and Training (6), Research and Publication (7), Assessments (8), Therapy (9)

3) Chapters 6, Multiple Relationships and Professional Boundaries, Chapter 7, Confidentiality, Privileged Communications, and Record Keeping, and Chapter 8, Life-Endangering Patients.

Optional: EPMHP, Chapter 12: Multiple Relationships III, Attraction, Romance and Sexual Intimacies (pp. 306-343), Chapter 13: Relationships with Colleagues, Students, Supervisees, and Employees (pp. 344-376), Chapter 16: Ethical Dilemmas in Academic Settings (pp. 433-457); Chapter 19: Scholarly Publications and the Responsible Conduct of Research (pp. 518-548).
10/27/14

Professional Ethics, Culture, and Competency

1) Chapter 4, Competence, Chapter 13, Psychologists as Educators, and Chapter 14, Consultation and Clinical Supervision, PEP


11/3/14

Tarasoff-like Cases

Reading:


11/10/14


Reading: forthcoming

11/17/14

Legal issues, Continued

11/24/14/

Legal Issues: Assessment, Culture, and Immigration Rebecca Weiss, PhD, John Jay, CUNY

Readings:

1) Chapter 9, Forensic Psychology, PEP
Recommended Reading (these sources will be helpful in terms of helping you find a topic for your presentation):


9) Canter, Matilda; Bennett, Bruce; Jones, Stanley; and Nagy, Thomas (Eds.) *Ethics for Psychologists: A Commentary on the APA Ethics Code* (Washington: APA, 1994).


13) Dean, Tim and Lane, Christopher (Eds.) *Homosexuality & Psychoanalysis* (Chicago: Chicago, 2001).


17) Flanagan, Laura Melans; Hertz, Patricia; and Berzoff, Joan. *Inside out and Outside In: Psychodynamic Clinical Theory and Practice in Contemporary Multicultural Contexts* (Northvale, NJ: Aronson, 2002).


COURSE SYLLABUS: Ethical/Legal Issues for Psychologists (77100)
Fall 2014

Course Title: Ethical/Legal Issues for Psychologists
Department: Department of Psychology
Instructor: Jeffrey M. Halperin, Ph.D.
E-mail: jeffrey.halperin@qc.cuny.edu
Meeting time: Thursday, 12:10 - 3:00pm
Office Hours: To be Determined
Room: SB A302

COURSE DESCRIPTION:
This class will examine ethical and legal issues that arise in the course of dealing with human or animal subjects, in teaching, research, assessing or treating patients, interacting with colleagues and the public, and in publishing scholarly works. Professional issues, such as preparing CVs, job seeking, certification, and licensing are also considered.

LEARNING OBJECTIVES:
The objective of the course is to help the students develop an understanding of the range of ethical dilemmas psychologists encounter in professional roles and an ability to apply the APA Ethics Code to various professional activities.

With this in mind, by the conclusion of the course students should:
- become thoroughly familiar with the APA Ethics Code
- be able to critically think about ethical and legal dilemmas in psychology
- learn to apply the General Principles and Ethical Standards of the APA Ethics Code to teaching, research, clinical, and other professional activities
- complete the child abuse certification and Health Insurance Portability and Accountability Competence (HIPAA) certification
- develop their Curriculum Vitae

TEXTBOOK:


Additional readings will be available at the library reserve site: http://www.reserve.qc.edu/eres/coursepage.aspx?cid=3333. Password is: hal771

GRADE CALCULATION:
Curriculum Vitae/HIPAA Certification/Child Abuse Certification Must be completed to pass the course
Students are required to submit an updated curriculum vitae based on a model discussed in Class. Furthermore, students must complete New York State-approved certification of Child Abuse identification and Reporting (found at http://www.op.nysed.gov/training/caprovers.htm) as well as HIPAA Certification (found at various websites, including: http://www.hipaaexams.com/)
Due: December 4th

Term paper (10-15 pages, double space, 11pt Arial font, 1” margins; APA style): 40%
Over the course of the semester, each student is expected to identify a topic in which there is a clear role of a psychologist and where the APA Ethics Code may be applied. Students are given the liberty to
identify real-world examples or broader topics that have not been covered during class. This topic must be approved by the instructor by October 16th. The paper must consist of a) clear description of the topic/example; 2) Why the topic/example should be considered an “ethical issue” for a psychologist (i.e., what is the ethical issue?); 3) Identify the principles, standards and codes applicable to the topic/example, and; 4) Discuss several possible ways in which the topic/example may be addressed given the ethical standards/codes.

Due: November 20th

Class Presentation 20%
Students are responsible for a 20 minute PowerPoint presentation of their term paper. This must highlight (briefly) each of the issues that are to be addressed in the term paper (see above). Students should be prepared to answer questions from the instructor and peers regarding their presentation.

Presentations will be held on December 4th and 11th

Final (short answer) 30%
Students will be given an in-class final exam that consists of 6 scenarios of potential ethical violations. The student must choose three questions and must be able to identify 1) Why the scenario should be considered an “ethical issue” for a psychologist (i.e., what is the ethical issue?); 2) Identify the standards and codes applicable to the scenario, and; 3) Discuss several possible ways in which the scenario may be addressed given the ethical standards/codes.

The final exam is scheduled for December 18th

Attendance and participation 10%
Each student is expected to attend every class and come prepared (having read the weeks’ assigned readings) to participate.

GRADE SCALE: A+ 97-100, A 94-96, A- 90-93
B+ 87-89, B 84-86, B- 80-83
C+ 77-79, C 74-76, C- 70 – 73
D+ 67-69, D 65-66, below 65 is failing.

ACADEMIC HONESTY: The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner. Anyone suspected of academic dishonesty will be subject to disciplinary action and will be reported to The Graduate Center’s Department of Psychology Executive Officer Maureen O’Connor, Ph.D., J.D. (moconnor@gc.cuny.edu).
TENTATIVE SCHEDULE OF TOPICS

Class 1 (August 28): Introduction

Class 2 (September 4): Ethical theories; Issues of Diversity
Textbook Reading(s): K&K-S, Ch. 1-4

Chapter 1: On being ethical
Chapter 2: Making ethical decisions and taking action
Chapter 3: Enforcement of ethical conduct
Chapter 4: Knowing thyself: Understanding competence and credentials

Additional required readings:
Crowley, J.D. & Gottlieb, M.C (2012). Objects in the mirror are closer than they appear: A primary prevention model for ethical decision making. Professional Psychology: Research and Practice, 43, 65-72.


Class 3 (September 11): Codes of ethics; APA Ethical Principles
Textbook Reading(s): K&K-S, Appendix A

Appendix A: American Psychological Association: Ethical principles of Psychologists and Code of Conduct

Additional required readings:


Class 4 (September 18): Clinical issues
Textbook Reading(s): K&K-S, Ch. 5-9

Chapter 5: Psychotherapy part I: Ethical obligations of psychotherapists
Chapter 6: Psychotherapy part II: Techniques and controversies
Chapter 7: The mental health business: Money and managed care
Chapter 8: Privacy, confidentiality, and record keeping
Chapter 9: Psychological assessment: Testing and tribulations

Additional required readings:

Knapp, S. & VandeCreek, L. (2007). When values of different cultures conflict: Ethical decision making in

**September 25th: No Class**

**Class 5 (October 2): Clinical issues continued**
Textbook Reading(s): K&K-S, Ch. 10-12

Chapter 10: Multiple-role relationships I: Boundaries, risks, and doing business

Chapter 11: Multiple-role relationships II: Close encounters

Chapter 12: Multiple-role relationships III: Attraction, romance, and sexual intimacies

Additional required readings:


**Class 6 (October 9): Clinical (cont.), professional relationships; licensure, respecialization; HIPAA**
Textbook Reading(s): K&K-S, Ch. 13 & 15

Chapter 13: Relationships with colleagues, students, supervisees, and employees

Chapter 15: The public face of mental health professionals

Additional required readings:


**Class 7 (October 16): Teaching**
Textbook Reading(s): K&K-S, 16

Chapter 16: Ethical dilemmas in academic settings

**Class 8 (October 23): Research, human and animal; IRB; IACUC**
Additional required readings:

**Class 9 (October 30): Pediatric issues (clinical and research)**
Additional required readings:

Additional readings to be assigned

**Class 10 (November 6): Writing and publication**
Textbook Reading(s): K&K-S, 19
Chapter 19: Scholarly publication and the responsible conduct of research

Additional required readings:


**Class 11 (November 13): Dr. Halperin is away at the CHADD Conference**
In class video and discussion among students.

**Class 12 (November 20): Preparing a CV; Cover letters; The interview process**
Term paper due

**November 27: No Class-Thanksgiving**

**Class 13 (December 4): Student Presentations**
CV, HIPAA certification, Child Abuse Training Certification due

**Class 14 (December 11): Student Presentations**

December 18th: Final Examination
Course Description

The aim of this course is to help students construct a critical framework for developing, conducting, and interpreting research. This will involve:

1) Cultivating fluency in existing research languages – i.e., learning to “speak research” across different traditions, including discourses of ethical and institutional responsibility, ontological and epistemological justification (e.g., reliability, validity), etc.
2) Practicing the skills of theory development, research design, and the critical analysis of research reports; and
3) Crafting a sophisticated expression of research commitments.

Course work will include discussing and critiquing readings from philosophy of social science, from methods texts, and from empirical reports from multiple research traditions. Students will also practice the skills of research by developing multiple approaches to their own research questions.

Learning Outcomes

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

1. Articulate the ontological and epistemological foundations of different approaches to research design and methods.
2. Construct and evaluate research designs common in psychological research.
3. Develop and evaluate specific research procedures and instruments (interviews, scales, etc.).
4. Produce basic professional research reports.
5. Critically evaluate published professional research in psychology.

Text and Materials

All readings will be provided either through email or on the course website: [http://www.chronicstrangers.com/cespfl2012/cesp.html](http://www.chronicstrangers.com/cespfl2012/cesp.html).

Course Requirements

**Paperless Class.** All materials for this course will be available electronically and all assignments are expected to be turned in using the course website (listed above). Your password for the course website is “password” (you will be prompted to change it) and your user name is your CUNY user name, all lower case (ex: for the email: jclegg@jjay.cuny.edu, the user name would be: jclegg; this cannot be changed). All assignments must be Word documents, with the .doc or .docx file extension (if you do not have Word, you can use Open Office, a free program that can create Word documents), and cannot
exceed 5MB. Assignments can be submitted on the course website any time before the assignment due date (by clicking on the “Browse” button in the row where any given assignment is listed and navigating to the file you wish to upload from your local machine). Following the due date, the assignment submission box will be disabled. Only one document per assignment can be submitted, but that document can be changed any time up until the assignment due date. All documents that you submit should use the following naming convention: 1) your last name, followed by 2) your first name, followed by 3) the name of the assignment, as listed in the course schedule; use no spaces between words and all text should be lower case (Ex: “cleggjoshuaprospectus.docx”). One of the purposes of going paperless is to reduce paper consumption and so I encourage you not to print out the course materials (your choice, of course).

**Reflections.** Prior to every class period where we discuss a particular procedure (e.g., interviewing), you will be asked to engage in a simplified version of that procedure and to write a reflection comparing your experience to the assigned readings for that week. There are six such reflections (see the schedule below) and all will take the same basic form:

1) A very brief report of your question, procedure, and findings (no more than 1 page double-spaced).

2) A very brief discussion, based on the assigned readings, of what would be required to adapt this simplified research exercise into a professional research project (no more than 1 page double-spaced).

These reflections will be most fruitful if you engage in the research exercise before you complete the readings. The specific instructions about how to conduct each exercise will be discussed in class the week prior to the day that each reflection is due. If you are absent from one of those classes, it is your responsibility to get the instructions from one of your classmates. Each reflection is worth 3 points.

**Reviews.** Twice in the semester, you will be asked to choose one of the assigned readings and to write a short review of the article as if you were a reviewer for the journal where it was published. It is your responsibility to look up the aims, scope, and criteria for publication in the journal and to provide comments on the strengths and weaknesses of the article in terms of these criteria. These reviews should include specific references to the article to support your assessment. You should choose from among only those articles assigned since the last review assignment. These reviews are worth 10 points each and should be no more than 2-3 pages, double-spaced.

**Methods Sections.** Twice in the semester, you will be asked to write a methods section for a brief research report investigating a research question of your choosing. The research question you choose will be the same question for both methods sections as well as for the prospectus assignment (discussed below). One of the methods sections will investigate your question employing qualitative methods and the other employing quantitative methods. These methods sections are for a brief report and so should be concise, no more than 2-3 pages double-spaced. Each is worth 10 points.

**Prospectus.** In the last few weeks of the semester, we will begin working on the final project for the course – a prospectus for a brief research report. The prospectus will include an introduction, composed of a very short literature review and a description of your research expectations or hypotheses; a methods section, including information about participants, measures, and procedures; and a conclusion, composed of your projected findings and a discussion of the limitations and possible future directions of the research. Over the course of the semester, you will turn in a draft for each of these three primary sub-sections and the final prospectus will be due one week after the final day of class. Each of the drafts is worth 4 points and the final prospectus is worth 30 points.
Methods of Evaluation

There are a total of 100 points possible in the course. The reflections are worth a total of 18 points, the reviews are worth a total of 20 points, the methods sections are worth a total of 20 points, the prospectus drafts are worth a total of 12 points, and the prospectus is worth 30 points. These 100 points will be used to calculate a percentage grade according to the standard percentage point divisions (see table below):

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B</td>
<td>83-86%</td>
<td>C</td>
<td>73-76%</td>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>B-</td>
<td>80-82%</td>
<td>C-</td>
<td>70-72%</td>
<td>D-</td>
<td>60-62%</td>
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<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
<td>D+</td>
<td>67-69%</td>
<td>F</td>
<td>&lt;59%</td>
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Late Work

All assignments are due (i.e., submitted on the course website) by the beginning of the class period corresponding to the due date of the assignment (see the course schedule).

Schedule of Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>Syllabus</td>
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<tr>
<td>September 4</td>
<td>Naturalistic Observation and Grounded Theory</td>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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**November 20 Alternative and Critical Approaches to Research**


**November 27 Ethics in Research**


**December 4 Developing and Conducting Professional Research**


**December 11 Reporting and Interpreting Professional Research**

None
Course Description

This required course provides a forum for discussing ethical issues that arise in psychological research with human participants and within the research and academic community. Students will review and discuss the philosophy on which the federal regulations for the protection of human subjects are based and their history; ethical issues that arise with different research methods and populations; and the dialectic among ethics, scientific scholarship, and professional conduct. The course readings and discussions will also focus on a number of professional ethics concerns that may arise over the course of a professional career. These include concerns that may arise related to mentoring, research collaboration, and publication. Ethical issues will be discussed using required reading, case studies, interviews, debates, role-playing and discussion of diverse experiences. Students will also become familiar with the federal guidelines by reviewing of IRB applications as we convene mock IRB meetings. A 2002 text, published by APA and edited by Bruce Sales and Susan Folkman, is required and should be available during class meetings. It will be supplemented with additional readings. Students design a midterm and final project collaboratively with the instructor.

Course Objectives:

Students passing this course will:

1. Review and be knowledgeable about the major documents and principles underlying the APA ethical guidelines.

2. Obtain a firm grasp of the APA ethical guidelines and related ethical perspectives.

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1 Course schedule is in a separate document.
2 Professor of Psychology and Urban Education, City University of New York, CCNY and the CUNY Graduate Center
3. Be able to identify risks and benefits to research participants and more generally social benefits of research.

4. Be able to discuss and identify ethical issues that need resolution.

5. Creatively devise strategies and approaches to addressing ethical conflicts and issues appropriately.

6. Be prepared to address concerns of IRB reviewers.

**Course Information**

Students are responsible for noting any changes or revisions to the syllabus that are presented in class. You should make sure to track these changes and you are responsible for responding to them appropriately.

This schedule is just a guide and is subject to change at the instructor’s discretion for pedagogic reasons; reading assignments will be discussed in more detail in class. Any changes to the course schedule will be announced in class and posted on the course website. This syllabus is not a contract but is provided to help students anticipate the course schedule. You are responsible for changes announced in class, regardless of your attendance and regardless of when they get posted on the web. It is a good idea to form a partnership with one or two other students to discuss common understandings of assignments, to study and discuss material together and to assist each other in keeping up with class activities if a class is missed.

The course website can be accessed via the CUNY Black Board system. To access your course websites, created by the Registrar, you will need a CUNY email address and password. You may obtain this on the CUNY or CCNY website. You must use the Black Board website for this course to participate in the course. This is a requirement.

**Using Your Last-four Digits SSN ID on Assignments**

**IMPORTANT NOTE:** Use only your last four-digit SSN---NOT A NAME on all submitted assignments and exams. DO NOT use your name on any submitted assignments. This does not apply to work done in groups. Never use your four-digit SSN when
you are working in a group of students. When working in groups use your first name only to identify the group members. THIS IS IMPORTANT. FOLLOW THESE DIRECTIONS EXACTLY. IF YOU HAVE QUESTIONS, ASK ME ABOUT THEM.

*Why use the SSN ID and not your name?* I don’t want to know who wrote the assignment we are reading and evaluating for a grade. Why? I want to make sure knowing who submitted a paper or test in the interest of fairness does not influence me in any way. If I don’t see a name on a paper this helps us to keep an open mind and not be influenced by any factor except what I see on the page. I don’t want past “good” or “not so good” performance to influence my reading of a current assignment. This means that we can give the assignment a balanced review. It is to your advantage to make sure you use your 4-digit SSN and not your name. If you follow these directions you will ensure that you get credit for your work. Work will typically be submitted to the Blackboard course site.

**Major Assignments**

Further details to be discussed in class and in Assignments area of the course website—Assignments are as follows:

1. Required reading based on syllabus. Students are required to obtain a copy of all required readings—and READ them prior to coming to class according to syllabus schedule. This is essential to good performance in this course. These readings should be brought to class electronically or in hard copy if you think you need them to adequately discuss the material.

2. A final project will be assigned around mid-course and due during finals week. This will involve some group collaboration. Based on this work and individual work each student will present their work and submit a brief final paper representing their project.

3. Students will submit a brief statement the beginning of Week 13 describing their experience in the course and answering questions they will be given to help them evaluate this experience and how it relates to their professional goals.
4. We will be using some websites as a resource.

**Class Participation**

Participation, through active engagement, sharing ideas, developing critical thinking questions, and sharing disciplinary perspectives, is a primary feature and requirement of this seminar course. Students are required to engage in hands-on learning activities some of which will involve cooperative learning assignments that include working with a group of students. *Failure to attend class meetings and late attendance will jeopardize the learning opportunities available to the entire class and will be considered in assigning course grades. If you are experiencing any lateness or attendance problem let us know ASAP. This is a normal expectation in academic settings just as it is in any work or social setting.*

**Attendance**

Any student missing more than two classes will seriously jeopardize earning a passing grade for the course. Please consult the University’s *Bulletin* for the college attendance policy.

Some absences may be excused but must be well documented (for example, a student is hospitalized unexpectedly or is under a physician’s care). Other reasons absences, such as weddings, funerals, job-related duties, represent your priorities, and are not considered excusable absences according to University attendance policies.

Serious patterns of lateness—arriving to class or leaving early can affect your grade.
Class begins promptly and will conclude on schedule.

Grading: Your grade will be based on participation (40 %); collaborative assignments and presentations; a

**Academic Honesty**

Students at The City University of New York are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another
person without giving credit to that person and when an author copies information from a website or book without appropriate scholarly attribution or citations. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Undergraduate Catalog, Graduate Catalog, and The Student Handbook. All students are required to be aware of the content in the Academic Integrity Statement and Handbook that is available on the CUNY website. Students are advised that I will be using the “Safe Assign” software available to instructors on Blackboard to determine if any content in any assignment was used inappropriately and/or inserted “whole-cloth” from a website or other source without academic attribution.

If You Have a Disability...

CUNY encourages students with qualifying ADA disabilities to participate in its programs and activities and The CCNY Office of Student Services will provide necessary accommodation for such. If you anticipate needing any type of accommodations in this course or have questions about physical access, please contact this office. They will discuss the situation with you and inform me about the situation if necessary. This is your responsibility and you must inform the Office at the beginning of the semester to make any accommodation possible.

Best regards for a productive and safe semester.
Professor Vietze

When you replace negative thoughts with positive ones you will get positive results----Willie Nelson
The City University of New York SPRING – 2013 – rev. 5_02_13

PSYC 77100 – ETHICAL AND LEGAL ISSUES FOR PSYCHOLOGISTS

Profs R. Glen Hass and Peter Moller

Classes will be held at the Graduate Center – room 6496 and will begin promptly at 16:05 and end at 18:20

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<tr>
<th>Date (THU)</th>
<th>Topic</th>
<th>Instructor</th>
<th>Assignments</th>
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<tbody>
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<td>Introduction; course mechanics Responsible conduct in research – RCR training</td>
<td>Hass, Moller</td>
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<td>Scholarly publishing Issues</td>
<td>Moller, Hass</td>
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<td>2/14</td>
<td><strong>Classes follow Tuesday schedule</strong></td>
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<td>3 2/21</td>
<td>Philosophy of Ethics</td>
<td>Baumrin</td>
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<td>4 2/28</td>
<td>Psychology and Law</td>
<td>Baumrin</td>
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<td>5 3/07</td>
<td>Teaching: Ethical issues</td>
<td>Hass, Moller</td>
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<td>6 3/14</td>
<td>Institutional Review Boards</td>
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<td>7 3/21</td>
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<td><strong>3/25-4/02 Spring Recess</strong></td>
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<td>Deception &amp; Debriefing</td>
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<tr>
<td>13 5/09</td>
<td>AB research – animal rights – yes or no?</td>
<td>Moller</td>
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<td>14 5/16</td>
<td>Ethics and Neuroscience; HIPPA – privacy</td>
<td>Moller, Hass</td>
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<td>15 5/23</td>
<td>Student presentations: IRB &amp; IACUC protocols</td>
<td>Hass, Moller</td>
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**Instructors**

**Prof. R. Glen Hass**, Department of Psychology, Brooklyn College
718.951.4834 (voice) 718.951.4814 (fax)
E-mail: ghass@brooklyn.cuny.edu

**Prof. Peter Moller**, Department of Psychology, Hunter College
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E-mail: pmoller@hunter.cuny.edu

**Guest Instructors**

**Prof. S.B. Baumrin**
Department of Philosophy, Graduate Center

**Ms. Barbara B. Wolin**, B.S. LATg
Animal Facility Manager, Hunter College

**Dr. Amber Alliger**, Lecturer, Hunter College

**Text:**


COURSE REQUIREMENTS

There will be no exams. Grades will be based on (a) participation in class discussions, (b) class presentations, and (c) practice IRB and IACUC protocols.

(a) **Meaningful participation in discussions presupposes that assigned readings for a class session will be read prior to the class meeting.** During each meeting members of the class may be called on randomly to summarize the assigned readings. If not prepared, the student must submit a summary and critique of that week's readings the following week. (Subsequently he/she also should expect to be called on more frequently.) If a class is missed for any reason, a summary and critique of all the readings for that session must be submitted. If more than two class sessions are missed, a term paper will be required in addition to the summary and critique papers for each session missed.

(b) Each student will select a topic from those covered in the course. Students will lead an approximately 1/2 hour discussion on the topic selected during the corresponding class session. The discussion should not be merely a summary of the assigned reading for the topic. Instead, the discussion should focus on a controversial issue or a provocative incident requiring difficult ethical choices related to the topic of the class session.

(c) Each student will prepare a practice IRB and an IACUC protocol. These protocols will be reviewed as they would be by the relevant institutional review process. The Hunter IACUC form will be available on BB. Also you must pass the CITI (Collaborative Institutional Training Initiative) certifications for both animal and human subjects.

https://www.citiprogram.org/rcrpage.asp

NOTE: Protocols are due on May 2nd the latest.
LATE SUBMISSIONS WILL NOT BE ACCEPTED
READING ASSIGNMENTS –Textbook assignment are identified as K & K-S (1998)

Semester Plan

01/31 – WEEK #1: INTRODUCTION, COURSE MECHANICS & GOALS

02/07 – WEEK #2: PUBLISHING
http://ori.dhhs.gov/ excellent site

02/21 – WEEK #3: PHILOSOPHY OF ETHICS
Readings:

02/28 – WEEK #4: PSYCHOLOGY AND LAW
Readings:

Student presentation:
Robert Buckhout on “Unreliability of eyewitness reports and identification”
03/07 – WEEK #5: TEACHING (cont’d from 2/07)

03/14 – WEEK #6: INSTITUTIONAL REVIEW BOARDS

03/21 – WEEK #7: VOLUNTARY INFORMED CONSENT
Readings
04/04 – WEEK #8: DECEPTION & DEBRIEFING
Readings

04/11 – WEEK #9: PSYCHOTHERAPY AND COUNSELING
Readings

04/18 – WEEK #10: ANIMAL-HUMAN COEXISTENCE
Readings:

Student presentations:

04/25 – WEEK #11: ANIMAL WELFARE, GUIDELINES AND IACUCs
Lecture: Ms. Barbara Wolin -
Readings/ Guidelines:
5. Check guidelines of other learned societies (e.g. Society for Neuroscience, Animal Behavior Society)
Note – 1 & 2 are excellent overviews (ILAR – Institute for Laboratory Animal Research).
Student presentation

05/02 – WEEK #12: AB RESEARCH & ETHICAL THEORIES
Lecture: Dr. Amber Alliger – The right animal & and the right experimental set-up
Readings:
1. Tannenbaum, J. & Rowan, A.N. (1985). Rethinking the morality of animal research. Hastings Center Report October 32-43. ("...utilitarianism still fails as a general theory because it will often undervalue or overvalue the moral status of research animals...")
2. **OLIVIA & MERCEDES**: Animal conservation/preservation - PROs and CONs

05/09 – WEEK #13: AB RESEARCH – ANIMAL RIGHTS – YES OR NO?
Student presentations: **AISSATOU, HEATHER, SARAH & BELLA**
Split the following papers among the members of the group

05/16 – WEEK #14: ETHICS AND NEUROSCIENCE

05/23 – WEEK # 15: REVIEW OF IRB & IACUC PROTOCOLS
Student presentations
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<td>PSYC 83600</td>
<td>Therapy settings; says animal but no readings on this</td>
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<tr>
<td>PSYC 77100</td>
<td>Therapy settings; cultural context; heavy on legal issues</td>
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<tr>
<td>PSYC 70310</td>
<td>Clinical settings; says animal but no readings on this</td>
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**LEGEND**

- Topic NOT covered adequately
- Topic covered adequately
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<td>Halperin, J.</td>
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