



January 16, 2011

Dear Students—

Welcome to the ethics class! I cannot tell you how excited I am to be teaching this course. Helping professionals actualize their values is the most rewarding and the most frustrating activity in my professional life—rewarding and frustrating for the same reasons: Becoming ethically excellent is a journey that is multifaceted, long-term, and idiosyncratic. I hope that together we can explore our development as professionals (which we call *ethical acculturation*) and take the next steps.

In this packet you will find all the logistical information you need about the course: objectives, readings, assignments, and grading. You will also find other information that should help you get the most out of—and put the most into—the course. This information includes guiding principles, hints about good participation, and an introduction to the Student Management Team.

I want to express my gratitude to Dr. Allison Bashe, who has taught this course for the last several years, for allowing me to incorporate material from her syllabus, and for consultation about the course itself. She has helped me design a course that is stronger than the one I used to teach. The weaknesses of my course, however, are mine alone.

For me, this course will be very challenging and a lot of fun. I hope you find it the same.

Sincerely,

— *Mitch*

*University Of Colorado Denver
Department of Psychology*

PSYC 7730 – ETHICS & PROFESSIONAL ISSUES IN PSYCHOLOGY

Syllabus and Course Information Packet - Spring 2011

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Office Hours: My office is here 24 hours a day.

Professor Hours: Tuesdays, 9:30 – 11:30 (A.M.). You can also sign up for times on Wednesday afternoon and Thursday morning in the Department office in the “BA Advising” book. Feel free to drop in at other times, or to contact me for other appointment times.

Class Time: Tuesdays, 12:30 – 3:20 P.M., West Classroom 234

Blackboard Site: You can log on to the Blackboard site for this course by going to <http://blackboard.cuonline.edu>. Their help line is 303-556-6505 or help@cuonline.edu

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COURSE DESCRIPTION

An in-depth exploration of the values and ethical ideas that guide professional practice in psychology, including philosophical ethical principles and professional codes of conduct. Specific topics include confidentiality, informed consent, competence, and respect for persons. Students are expected to be able to think about and communicate difficult ethical concepts in the form of class participation and a major paper. Prereq: Admission to the Psychology MA, Clinical program or the Clinical Health Psychology Ph.D. program or with permission of instructor and graduate program director.

COURSE GOALS AND OBJECTIVES

Knowledge: You will demonstrate working knowledge of:

1. Foundations of ethical thinking and practice
2. Specific ethical issues, including informed consent, confidentiality, and boundaries
3. The APA's (2002) ethical principles of psychologists
4. Legal and regulatory issues, including beginning knowledge of Colorado's mental health statutes
5. Models of ethical acculturation and ethical choice making
6. Aspects of the profession of psychology that present opportunities or obstacles in regard to actualizing your values and virtues

Skills: You will engage in behaviors that reflect the values and ethics of psychology and will demonstrate skills in:

7. Deliberating and making ethical choices, including deeper and more precise thinking
8. Self-reflection, including awareness of blind spots, uncertainties, and acculturation strategies
9. Moving toward a coherent and explicit ethical stance
10. Integrating professional and personal resources
11. Thinking that includes application, analysis, and integration
12. Active learning strategies, including participation in discussions
13. Oral and written communication
14. Following directions and meeting deadlines

Attitudes: You will demonstrate (if not feel!) an eagerness to approach ethical knowledge and application of this knowledge that includes:

15. Commitment to the ethical ideas and standards of the profession
16. Commitment to integration as a preferred ethical acculturation strategy
17. Developing ethical virtues, including humility, prudence, and respectfulness
18. Appreciation of your own strengths and areas of vulnerability
19. Understanding that ethical behavior and choices require continuous, long-term efforts
20. Commitment to seek and integrate feedback about one's competence, knowledge, skills, abilities, and attitudes

MY TOP TEN GUIDING PRINCIPLES FOR THIS COURSE

This is not an exhaustive list, but it does represent major values, assumptions, and applications of research findings that I try to actualize as I design and implement this course.

I have reasons for everything I do. If you're not clear, feel free to ask me why I'm doing what I'm doing.

1. Ethics is best taught in an atmosphere of trust, support, and aspiration. Fear (of lawsuits, complaints, etc.) doesn't work so well.
2. Ethics is a knowledge-based set of skills, not a personality trait.
3. Ethics skills include self-reflection, application, and integration.
4. Knowledge is relatively easy to attain, skills are not; skills take practice to develop.
5. The only way to learn is to work at it, and the best way to do work is to play. Play means things like: (a) not worrying so much about being perfect or correct (at least not at the beginning), (b) bringing positive emotions into the process, (c) trying lots of ways to approach a problem, (d) expending effort in a positive way, and (e) having a more open mind.
6. Information from books and other writing is neither simple nor self-evident. Meaning comes from the active processing of information. Thus, we must *construct* knowledge and meaning—we cannot passively absorb them.
7. Reading with the intent to learn and to write is different—and more productive—than reading with the intent to finish reading.
8. Writing is a form of thinking and constructing knowledge.
9. Having thoughts doesn't really matter if you cannot communicate them effectively.
10. In higher education, significant learning takes place outside of class; class time can be used to practice skills and test out what we've learned.

OVERVIEW OF COURSE REQUIREMENTS AND GRADING

Points	Activity
350	PIES (Practice Integrating Ethics) - 14 papers @ 25 points each
150	MEAT (Major Extension & Acculturation Treatment)
50	Ethics Autobiography
100	Ethics Autobiography <i>Revision</i>
150	Class Participation
200	Final (2 hours, open-book)
1000	TOTAL POINTS

- The minimum points needed for each final grade are:
 - 920 = A
 - 900 = A-
 - 880 = B+
 - 820 = B
 - 800 = B-
 - 780 = C+
 - 720 = C
 - 700 = C-
 - 680 = D+
 - 620 = D
 - 600 = D-
- I do not round at the end; 899 points is a B+ and 900 points is an A-.
- I do not grade on a curve, so your grade is not dependent *at all* on the grades of your colleagues.
- For the most part I base your grade on the *quality* of the work you produce, not on the amount of time and effort you expend. (In most cases, of course, these two variables are correlated. Come see me about ways to make the most of your effort.)

STUDENT MANAGEMENT TEAM (SMT)

One way to help us all get the most out of this class is the SMT, a group of class members whose responsibility is to monitor the course through their own experience, to receive comments from the rest of the class, and to work with me on a regular basis to make recommendations about how the course can be improved. This way, you don't have to wait until the end of the semester to evaluate the class, and we can make many of the changes before it's too late. I am especially interested in suggestions for making class time as engaging as possible, and for creating a culture of respect, hard work, safety, and self-reflection.

In a few weeks we will select three of you to serve on the SMT. The team will meet weekly, and I will meet with the team every other week. Members of the SMT receive NOTHING for their service but a chance to help other students (and themselves) get the most out of the course. *There is no extra course credit for members of the team.* And the SMT is not an exclusive "club." All class members are invited to SMT meetings, and you are all free to talk with me about the course at any time.

COURSE POLICIES

- **Self-Disclosure:** This course does not require intimate self-disclosure. You need not share personal information—in class or in written work—that would be embarrassing. At the same time, *professional* self-reflection—written or oral—may include personal information and may itself generate uncomfortable feelings.
- **Attendance:** Attendance is mandatory because this is not a lecture course and involves experiences that cannot be “made up.” If you cannot attend class for any reason, please talk to me in person or leave me a message. As you see in the descriptions of assignments, more than one absence will start to influence your grade. After all, missing two class periods is missing almost 15% of class time.
- **Snow Policy:** If school is canceled (and class won’t be canceled unless the entire campus is closed), all reading assignments hold; please do that week’s reading AND the next week’s reading. You should submit any papers to the Discussion Board on Blackboard by 4:00 P.M.
- **College Policy on Incompletes:** Incomplete grades are NOT granted for low academic performance. To be eligible for an Incomplete grade, students MUST (1) successfully complete a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is strongly suggested. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor.
- **Academic Dishonesty:** Academic dishonesty undermines a cooperative learning environment and is against University policy. Misconduct takes three major forms: (a) plagiarism—quoting another person without giving them credit, (b) using the IDEAS of another person without giving them credit, which includes (c) using previous tests or answers, supplied by current or former students, to study from. Be familiar with UCD’s policies, which are in the “Course Documents” section of Blackboard. The penalties for academic dishonesty are severe (e.g., you may receive a 0 on the assignment, get an F in the course, be referred to a department committee, and/or be referred to the College Academic Ethics Committee). After all, this is an ethics class!
- **Electronic Devices:** Electronic devices should not disrupt the learning activities in the classroom.

Phones: _____

Laptops: _____

Other Devices: _____

- **Changes:** Because this class is designed to have you be active and involved, it may not be possible or desirable to stick rigidly to the schedule outlined below. I reserve the right to change the due dates for reading assignments and to add or cancel readings or assignments. I will make changes for good reason, in consultation with—or at the suggestion of—the Student Management Team, and with adequate notice.

READINGS

TEXTS

Anderson, S. K., & Handelsman, M. M. (2010). *Ethics for psychotherapists and counselors: A proactive approach*. Malden, MA: Wiley-Blackwell.

Kitchener, K. S. & Anderson, S. K. (2011). *Foundations of ethical practice, research, and teaching in psychology and counseling* (2nd ed.). New York, NY: Routledge.

ARTICLES AND CHAPTERS

These are on Blackboard.

- American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author.
- Ceci, S. J., Peters, D., & Plotkin, J. (1985). Human subjects review, personal values, and the regulation of social science research. *American Psychologist*, 40, 994-1002.
- Colorado Revised Statutes, 12-43-214 (Mandatory Disclosure)
- Colorado Revised Statutes, 12-43-222 (Prohibited Activities)
- Handelsman, M. M., Knapp, S., & Gottlieb, M. C. (2009). Positive ethics: Themes and variations. In C. R. Snyder & S. J. Lopez (Eds.), *Oxford handbook of positive psychology* (2nd ed., pp. 105-113). New York: Oxford University Press.
- McKelvie, S. J., Black, S. L., & Standing, L. G. (2004). *Guide to academic honesty for the department of psychology*. Unpublished manuscript, Bishop's University.
- Romm, E. G. (1992, February). Active vs. passive voice: What a difference! *Writing!*, pp. 14-15.

These will be available in class.

- Corey, G., Corey, M. S., & Callanan, P. (2007). "Self-Assessment." In *Issues and ethics in the helping professions* (7th ed.). Pacific Grove, CA: Brooks/Cole. Pages 25-32.
- Gottlieb, M. C. (1993). Avoiding exploitive dual relationships: A decision-making model. *Psychotherapy*, 30, 41-48.
- Huprich, S. K., Fuller, K. M., & Schneider, R. B. (2003). Divergent ethical perspectives on the duty-to-warn principle with HIV patients. *Ethics & Behavior*, 13, 263-278.
- James, L. B. (2009). *Mental health confidentiality: Dealing with confidentiality issues in today's complex legal environment*. Unpublished manuscript.
- Meer, D., & VandeCreek, L. (2002). Cultural considerations in release of information. *Ethics & Behavior*, 12, 143-156.
- Miller, V. A., Drotar, D., & Kodish, E. (2004). Children's competence for assent and consent: A review of empirical findings. *Ethics & Behavior*, 14, 255-295.
- Nigro, T. (2004). Counselors' experiences with problematic dual relationships. *Ethics & Behavior*, 14, 51-64.
- Oberlander, S. E., & Barnett, J. E. (2005). Multiple relationships between graduate assistants and students: Ethical and practical considerations. *Ethics & Behavior*, 15, 49-63.
- Pomerantz, A. M. (2005). Increasingly informed consent: Discussing distinct aspects of psychotherapy at different points in time. *Ethics & Behavior*, 15, 351-360.
- Werth Jr., J. L., Burke, C., & Bardash, R. J. (2002). Confidentiality in end-of-life and after-death situations. *Ethics & Behavior*, 12, 205-222.

PIE PAPER ASSIGNMENTS - Practice Integrating Ethics

Background/Goals

You will write PIES—papers about the readings you do—for every class period. Each PIE is an application or integration using the readings assigned for that day. I designed the assignment to have you

- do the readings;
- understand the readings; and
- apply the readings to, or integrate them with, other material. You can use personal experiences, previous course readings, classroom discussions, and/or material from other courses. You can also integrate two readings for the day.

Writing about what you are reading will alter the way you read and improve both your understanding and thinking.

Assignment

In each PIE you will demonstrate that you have read and understood at least some of the reading you do by applying it to and integrating it with other material from this course (or others), personal experiences, or something else.

Remember to *show* rather than *tell*. For example, telling me, “Confidentiality is important,” does not demonstrate your understanding. *Show me* how you think confidentiality is important. Just summarizing what you’ve read is not enough—nor is telling me that you understand without showing me.

PIES are short papers, but they are not informal! You need to write clearly and precisely.

Requirements

- PIES are due in hard copy at the beginning of each class. Late PIES lose 8 points.
- PIES must be no longer than 1.5 pages. Fasten with a staple—no paper clips or covers.
- PIES must be typed, double-spaced, using Times New Roman 12-point font with 1-inch margins.
- At the top of each PIE put your name, the date, and an *informative* title that tells me something about what the paper is about. Do not just use, “PIE #6,” or “Confidentiality.”
- If for any reason you cannot make it to class, you may post ONE PIE onto the Blackboard Discussion Board (under the “PIES” forum). This is the ONLY way to submit PIES (or other assignments) other than hard copy. I do NOT accept PIES via email or email attachments.
- You may submit one PIE this way and get full credit if you post your PIE by the beginning of class. I will count as late any subsequent PIES that you do not hand in at class, or submit via Blackboard.

Additional Information

- Always keep a copy of PIES and other written work, with my feedback, in case I forget to record a grade.
- General advice: Keep *all* your written work and feedback from your courses. They might come in handy for letters of recommendation or for enshrinement in the Archives of the History of American Psychology at the University of Akron.
- Outlining and revision are often very helpful. You might wind up writing several pages to get one that you are proud of.

Grading: Each PIE is worth a maximum of 25 points. I will use the attached rubric to grade them.

RUBRIC – Practice Integrating Psychology (PIE) – PSYC 7730

I will circle the points you earn for each criterion. There are no “in-between” point possibilities.

Criterion	Possible Points	Major Problems	Could Be Improved	Full Credit	Points Earned
Formatting: <ul style="list-style-type: none"> • Typed, stapled • Double-spaced • 12-point Times New Roman • 1-inch margins • 1.5 pages max • Date 	4	1 More than one problem with formatting	2 Good formatting, but not perfect	4 All formatting attended to	_____
Informative title	1	0 No title	0 Non-informative title	1 Title that says what the PIE is about	_____
Demonstrated that the reading for the day was <ul style="list-style-type: none"> • done • understood 	8	4 Could have been written without having done the reading, or major misunderstandings	6 A little hard to tell if the readings were done or understood	8 Perfectly clear that reading was done and understood	_____
Application or Integration	8	4 Little evidence of thought	6 Pretty good, but some problem; perhaps simplistic in some way	8 Excellent thinking (not just adapting an existing example)	_____
Clearly written <ul style="list-style-type: none"> • precise • free of undue grammatical or punctuation errors 	4	1 Major problems with clarity or precision	2 Some problem with clarity or precision (e.g., passive voice, vague pronouns)	4 Clearly and precisely written	_____
TOTAL POINTS	25				_____

MEAT PAPER ASSIGNMENT – Major Extension and Acculturation Treatment

Background/Goals

The MEAT assignment is designed to have you

- think more deeply about the course material;
- incorporate other readings and interests into your thinking; and
- explore your ethical acculturation.

Assignment

In your MEAT you will extend a discussion that you started in one of your PIES. First, you will extend the discussion by incorporating **two outside sources** (i.e., not assigned for class). For example, you might explore issues involved in the content or process of your thesis or dissertation research. Second, you will extend your discussion by exploring your topic in the context of your **ethical acculturation**. For example, you might look at alternative policies or behaviors as different acculturation strategies.

Requirements

- Due April 26 in class, but with a 1-week grace period. Thus, you don't lose any points if you hand it in on May 3. If you hand in your MEAT between May 3 and May 10 you lose 45 points. MEATS turned in after the final on May 10 will lose 90 points.
- You must hand in a hard copy. If you submit a MEAT on Blackboard I will count it as late and deduct 45 points.
- MEATS must be no longer than 5 pages, including references, which do not have to be on a separate page. Fasten with a staple—no paper clips or covers.
- MEATS must be typed, double-spaced, using Times New Roman 12-point font with 1-inch margins.
- At the top of each MEAT put your name, the date, and an *informative* title that tells me something about what the paper is about. Do not just use, "MEAT" or, "Aspects of Confidentiality."

Additional Information

- Your references need to be meticulously cited and referenced—even those from course assignments.
- The idea is not to display comprehensive knowledge of an issue, but to show that you can *explore* the ideas and knowledge you are gaining from the course.
- Remember to put *yourself* into the paper. It's desirable to write in the first person. Think of it more as an I-search paper than a research paper.
- You can be creative about formats, which could include:
 - Writing a policy paper. E.g., "What will be my policy about refusing to treat left-handed patients?"
 - Writing a research proposal to expand ethical knowledge.
- I am happy to talk with you and go over ideas, drafts, paragraphs, outlines, etc.

Grading: You can earn a maximum of 150 points for the MEAT. I will use the attached rubric to grade them.

RUBRIC – Major Extension and Acculturation Treatment (MEAT) - PSYC 7730

I will circle the points you earn for each criterion. There are no “in-between” point possibilities.

Criterion	Possible Points	Major Problems	Could Be Improved	Full Credit	Points Earned
Formatting: <ul style="list-style-type: none"> • Typed, stapled • Double-spaced • 12-point Times New Roman • 1-inch margins • 5 pages max • Date • Informative Title 	15	8 More than one problem with formatting	11 Good formatting, but not perfect	15 All formatting attended to	_____
References <ul style="list-style-type: none"> • All ideas cited • All references listed 	15	0 Not all references listed	9 Some problem in citation or referencing	15 Perfect citations and references	_____
Outside readings	45	32 Could have been written without having done the reading, or major misunderstandings	38 Some integration of outside readings	45 Excellent integration of outside readings	_____
Acculturation	45	32 Little evidence of thought about acculturation	38 Pretty good, but some problem; perhaps simplistic in some way or some misunderstanding	45 Excellent integration of acculturation material	_____
Clearly written <ul style="list-style-type: none"> • precise • free of undue grammatical or punctuation errors 	30	21 Major problems with clarity or precision	26 Some problem with clarity or precision (e.g., passive voice, vague pronouns)	30 Clearly and precisely written	_____
TOTAL POINTS	150				_____

ETHICS AUTOBIOGRAPHY

Background/Goals

The main purpose of the Ethics Autobiography “is to encourage self-reflection about your personal ethics of origin” (Anderson & Handelsman, 2010, p. 32). You need to know where you’re coming from to do the best job of adapting to your new profession and its ethical traditions. Thus, you will write a 2-3 page *Ethics Autobiography* in which you will explore the aspects of your background that influence your ethical thinking and that might make it easier or harder to be a mental health professional.

Assignment

The assignment for the Ethics Autobiography is presented in detail in the “Ethics Autobiography – Part 1” section and Journal Entry on pages 31-33 in Anderson & Handelsman (2010). Most of this paper will be exploring what YOU bring to the profession, but you should make use of the reading you’ve done so far. It will help greatly if you have done the *Food for Thought* and *Journal Entry* activities in the first three chapters.

Requirements

- Due February 15 in class.
- You must hand in a hard copy.
- Late papers, or papers submitted on Blackboard, will lose 15 points.
- The autobiography must be no more than 3 pages. Fasten with a staple—no paper clips or covers.
- The autobiography must be typed, double-spaced, using New Times Roman 12-point font with 1-inch margins.
- At the top, put your name, the date, and “Ethics Autobiography.” If you want to add a subtitle, that’s fine. (In fact, I’ll add a point for a particularly clever one!)

Additional Information

- Remember to keep my rubric and any comments, because you will be handing them in with your revision later in the semester.

Grading: You can earn a maximum of 50 points for the ethics autobiography. I will use the attached rubric to grade them.

RUBRIC – Ethics Autobiography – PSYC 7730

I will circle the points you earn for each criterion. There are no “in-between” point possibilities.

Criterion	Possible Points	Major Problems	Could Be Improved	Full Credit	Points Earned
Formatting: • Typed, stapled • Double-spaced • 12-point Times New Roman • 1-inch margins • 3 pages max • Date	5	0 More than one problem with formatting	3 Good formatting, but not perfect	5 All formatting attended to	_____
Makes use of the readings (e.g., values, motivations)	13	8 Could have been written without reading	11 Some evidence of having read	13 Clearly thought about readings	_____
Evidence of self-reflection	25	16 More like a personal story; little or no reflection	21 Some evidence of reflection and perspective	25 Excellent self-reflection; evidence of objectivity	_____
Clearly written • precise • free of undue grammatical or punctuation errors	8	2 Major problems with clarity or precision	5 Some problem with clarity or precision (e.g., passive voice, vague pronouns)	8 Clearly and precisely written	_____
TOTAL POINTS	50				_____

ETHICS AUTOBIOGRAPHY - REVISION

Background/Goals

Now you can revisit your Ethics Autobiography with much more perspective about your adaptation to the culture of psychology.

Assignment

This is more than tinkering with unclear passages in your last ethics autobiography. It's more a "re-vision." You want to reflect and see what's happened to your ideas about motivations, values, virtues and acculturation strategies. For specific guidance about what to address, you can check out the "Ethics Autobiography, Part 2" Journal Entry on pp. 89-90 and the "Ethics Autobiography—Update" section on p. 224 of Anderson & Handelsman (2010).

Requirements

- Due April 26 in class.
- You must hand in a hard copy.
- Attach your original ethics autobiography and my completed rubric.
- Late papers, or papers submitted on Blackboard, will lose 30 points.
- Papers must be no more than 5 pages. Fasten with a staple—no paper clips or covers.
- Papers must be typed, double-spaced, using New Times Roman 12-point font and 1-inch margins.
- At the top, put your name, the date, and "Ethics Autobiography Revision." (If you didn't do a clever subtitle last time, you can try for that extra point!)

Additional Information

- Now you're ready to do a revision every five years or so!

Grading:

You can earn a maximum of 100 points for the Revision. I will use the attached rubric to grade them. Notice that this rubric weighs the use of course material higher than does the rubric for the first autobiography.

RUBRIC – Ethics Autobiography REVISION – PSYC 7730

I will circle the points you earn for each criterion. There are no “in-between” point possibilities.

Criterion	Possible Points	Major Problems	Could Be Improved	Full Credit	Points Earned
Formatting: • Typed, stapled • Double-spaced • 12-point Times New Roman • 1-inch margins • 5 pages max • Date	10	0 More than one problem with formatting	6 Good formatting, but not perfect	10 All formatting attended to	_____
Makes use of the readings – new information – “re-vision”	40	26 Could have been written without taking the course	34 Some attempt to use course information	40 Excellent use of new course material	_____
Evidence of enhanced self-reflection	35	23 Still little or no reflection	30 Some evidence of improved reflection and perspective	35 Excellent self-reflection; evidence of objectivity	_____
Clearly written • precise • free of undue grammatical or punctuation errors	15	5 Major problems with clarity or precision	9 Some problem with clarity or precision (e.g., passive voice, vague pronouns)	15 Clearly and precisely written	_____
TOTAL POINTS	100				_____

CLASS PARTICIPATION REQUIREMENT (and Student-Facilitated Discussions)

Regardless of what professional role(s) you choose to adopt in the future, it will be important for you to have the ability to learn actively and to communicate your ideas, confusions, and knowledge to your colleagues. This is a skill set that can be learned and developed, whether we come by it naturally or not. Class participation includes doing things like sharing your reactions to the readings (e.g., confusion, excitement, denial), asking questions, formulating concerns or reflecting on issues that you found important, and/or introducing a debate topic. In this course we all share the responsibility for making sure that classes are useful. Most of our class time will be devoted to discussions, group work, and other forms of active learning. Please attend class every week ready to engage—it not only helps your grade, but we need your input!

Student-Facilitated Discussions

At some point in your careers, I can guarantee that each of you will teach a class or workshop, lead a case conference, facilitate a psycho-educational group, or try to impress people at a cocktail party. I want to help you develop some of the necessary skills for such activities. I'll start most classes by asking you what you want to discuss. If nobody responds, I will *randomly* select a student to facilitate a discussion. Please prepare an activity or two based on what the readings did for *you* (e.g., excited you, confused the heck out of you, shook a core belief or understanding you had, reminded you of other material you've studied). You can do anything that helps the rest of us explore some of the material for that class, such as (a) ask questions about the readings that we can answer; (b) help us to formulate questions and concerns, or to reflect upon issues that struck you as important; (c) introduce a debate topic; (d) lead the discussion of a case that you've created or gotten from the readings or other sources; (e) summarize and help the class extend the points you consider important; and (f) design any other creative means of learning.

This is NOT designed to be typical "student presentations" where you are on your own to fill up an hour with profound insights. Rather, I simply want to have you stay engaged by bringing your own experience of the readings to class. Although you will lead the discussion, I retain ultimate responsibility for assuring that they are useful to the class. Therefore, I will not just sit back and be a potted plant—I will participate as well!

Grading: You can earn a maximum of 150 points for participation. I assign class participation grades immediately following each class, and I consider both the quantity and quality of your participation. You can miss one class without affecting your class participation grade. For each additional class that you miss, I will assign a zero for class participation, and these zeros will be factored into your class participation grade.

Grading class participation is subjective, but it is not arbitrary. To assess class participation I ask myself the following types of questions: "Is the student exploring actively, or merely sharing old ideas?" "Can the student move beyond sharing their experiences and grapple with new ways of looking at those experiences?" "Can I predict what issues this student sees as important?" "Can I tell that the student has read and thought about course material?" "Are the student's comments helpful to others?" "Is the student respecting what (I and) other students are contributing?" "Is the student participating in a variety of ways?"

I will not grade you on your ability to lead a student-facilitated discussion (not everyone is assured an opportunity), but your efforts certainly count as participation, and creativity can be rewarded. I'm available to consult with you and help you develop ideas for how to facilitate.

FINAL EXAM

The two-hour open-book final will consist of two questions designed to have you analyze cases, potential dilemmas, policies, etc., from an ethical perspective. It will be another chance to demonstrate the skills and knowledge that we will develop throughout the course. See the “Criteria for Good Ethical Analysis” on p. 18 of this syllabus for some ideas that should be useful for the final, as well as for PIES, MEATS, and class discussions.

Requirements

- The final will be on Tuesday, May 10, from 12:30 – 2:30 P.M. in our classroom.
- Bring two “Green Book” examination books. They are available at the bookstore.
- You will write the answer to each question in a separate book.
- You will identify each of your green books **ONLY** with a four-digit code number that you make up. I will have you put your name and code number on an index card that I will not look at until after I’ve graded the exams. In this way I can grade the exams anonymously.

Grading: You can earn a maximum of 200 points on the final, 100 points for each question. I have no formal rubric for the test, but here are some general criteria:

- I give A’s to those answers that show a clear mastery of the material as well as some creativity. Students earn A’s when they grasp and can communicate the intricacies and subtleties involved in ethical reasoning. Ideas are well-formulated and well-developed.
- B’s reflect a good mastery of material, and the ability to think about it. High B’s reflect understanding that is very good if not exceptional and writing that is clear and correct. Low B’s reflect thinking that is adequate but perhaps somewhat simplistic, and writing that reflects trouble communicating ideas (e.g., suffering from some lack of focus).
- C’s are signs of problems, including simplistic thinking, factual errors, or failure to grasp ideas. Students who earn Cs may have difficulty formulating ideas and developing them. They may have difficulty moving past their own experience to incorporate course concepts.

SCHEDULE OF ASSIGNMENTS — Readings (and PIES) should be completed by the date indicated.

- A&H = Anderson & Handelsman (2010); K&A = Kitchener & Anderson (2011)
- Reading in Anderson & Handelsman includes spending time with *Food for Thought* and *Journal Entry* items.

Date	Readings and Assignments
Jan. 25	1. A&H, Chs 1-2 2. K&A, Ch 5 3. Complete Corey, Corey, & Callanan Self-Assessment and bring to class
Feb. 1	1. A&H Ch 3 2. K&A, Ch 6
Feb. 8	1. K&A, Chs 1-2 2. Romm, 1992
Feb. 15	1. K&A, Ch 3 2. Handelsman, Knapp, & Gottlieb, 2009 3. KcKelve, Black, & Standing, 2004 4. Ethics Autobiography due
Feb. 22	1. A&H Ch 4 2. K&A, Chs 4-5 3. APA (2002) Ethics Code
Mar. 1	1. K&A, Chs 7-8 2. CRS 12-43-222 (Prohibited Activities)
Mar. 8	1. K&A, Ch 10 2. A&H, Ch 6 3. James, 2009 4. Huprich, Fuller, & Schneider, 2003 5. Meer & VandeCreek, 2002
Mar. 15	1. K&A Ch 9 2. A&H Ch 7 3. Pomerantz, 2005 4. Miller, Drotar, & Kodish, 2004 5. CRS 12-43-214 (Mandatory Disclosure)
Mar. 22	Spring Break – No Class
Mar. 29	1. K&A Ch 11 2. A&H Ch 5
Apr. 5	1. K&A Ch 12 2. Nigro, 2004 3. Gottlieb, 1993
Apr. 12	1. A&H Ch 8 2. Oberlander & Barnett, 2005
Apr. 19	1. A&H Ch 9 2. Werth, Burke, & Bardash, 2002
Apr. 26	1. K&A Ch 13 2. Ceci, Peters, & Plotkin, 1985 3. Ethics Autobiography—Revision due 4. MEAT paper due
May 3	1. A&H Ch 10 2. Last day to submit MEAT for full credit
May 10	FINAL (open book) - 12:30 – 2:30

SOME USEFUL INFORMATION

In the following pages, I present some information that I've put together over the years to help you with various aspects of the course. Much of it comes, directly or indirectly, from former students and SMTs.

Some References on Style and Grammar

- Baker, S., & Yarber, R. E. (1986). *The practical stylist, with readings* (6th ed.). New York: Harper & Row.
- Glazier, T. F. (1986). *The least you should know about English*. New York: Holt, Rinehart and Winston.
- Strunk, W., & White, E. B. (1999). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Criteria for Good Ethical Analysis

Obviously, not all of these criteria are relevant for each paper, final exam answer, discussion, etc. Nevertheless, these criteria are useful to consider any time you're thinking through the ethical dimensions of your work.

- I. Knowledge – accurate, relevant
 - A. Ability to bring material from course readings into the analysis
 - B. Does the analysis demonstrate that you have taken this course?
- II. Comprehensiveness – nothing important left out
 - A. E.g., laws, APA standards, foundational principles, virtues, case particulars
 - B. E.g., when talking about informed consent, covering issues like competency to consent, assent, and possible exceptions
- III. Balance – seeing several sides of the issues involved
 - A. E.g., “There are ethical pitfalls involved,” is a better way to organize an analysis than, “Anybody who tapes a therapy session should be shot, for the following reasons.”
 - B. Understanding the complexity of ethical reasoning and choice making
- IV. Application of principles to specifics of cases (rather than saying, e.g., “Justice is important.”).
- V. Creativity in relating and integrating:
 - A. Parts of analysis to each other; e.g., how would different values change the importance given to different ethical principles?
 - B. Empirical, legal, and ethical issues
 - C. General and APA principles
 - D. Facts (or potential facts) of the case to values and principles
- VI. Quality of speculations – can you think of the ethical problems two or three steps down the line?

Class Participation Skills

Thanks to the 1998 Student Management Team for the inspiration for this

Reading and listening carefully are useful, but class participation includes other skills. Here is a long (although not exhaustive) list of such participation skills. Come see me in a few weeks to discuss which skills you have demonstrated well and which you could develop more.

- Respecting others (including not interrupting)
- Encouraging and supporting the contributions of others
- Listening actively
- Clarifying what others have said
- “Punctuating” the discussion by summarizing or pointing out relevant issues
- Asking questions (that clarify or that extend the point made)
- Volunteering information about personal experience, but in the service of ethical analysis
- Applying principles, course material, or others’ contributions to personal experience
- Looking critically—but respectfully—at points made by others
- Self-reflection and approaching with a critical attitude your own previous contributions
- Exploring the implications of other contributions: taking the “next step”
- Furthering the discussion by presenting an alternative view or direction

In his Student Management Team handbook (available on Blackboard), Ed Nuhfer lists these **NONFUNCTIONAL** group behaviors:

- **BEING AGGRESSIVE:** working for status by criticizing or blaming others; showing hostility against the group or some individual; deflating the ego or status of others.
- **BLOCKING:** interfering with the progress of the group by going off on a tangent; citing personal experiences unrelated to the problem; arguing too much on a point; rejecting ideas without consideration.
- **SELF-CONFESSING:** using the group as a sounding board; expressing personal, irrelevant feelings or points of view.
- **COMPETING:** vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader.
- **SEEKING SYMPATHY:** trying to induce other group members to be sympathetic to one’s problems or misfortunes; deploring one’s own situation; disparaging one’s own ideas to gain support.
- **SPECIAL PLEADING:** introducing or supporting suggestions related to one’s own pet concerns or philosophies; lobbying.
- **HORSING AROUND:** clowning; joking; mimicking; disrupting the work of the group.
- **SEEKING RECOGNITION:** attempting to call attention to one’s self by loud or excessive talking, extreme ideas, unusual behavior.
- **WITHDRAWAL:** acting indifferent or passive; resorting to excessive formality; daydreaming; doodling; whispering to others; wandering from the subject.

QUOTATIONS TO PONDER

Finally, some fun and/or profound stuff to stimulate thought and discussion.

These first three quotations are from John W. Gardner, a former Secretary of Health, Education, & Welfare.

- “America's greatness has been the greatness of a free people who shared certain moral commitments. Freedom without moral commitment is aimless and promptly self-destructive.”
- “The ultimate goal of the educational system is to shift to the individual the burden of pursuing his [*sic*] own education.
- “One of the reasons people stop learning is that they become less and less willing to risk failure.”

These last quotations are from Mark Twain:

- "To be good is noble. But to show others how to be good is nobler, and no trouble."
- “Laws control the lesser man... Right conduct controls the greater one.”
- “All you need in this life is ignorance and confidence; then success is sure.”
- “Don’t let schooling interfere with your education.”
- “The difference between the right word and the almost right word is the difference between lightning and a lightning bug.”
- “What work I have done I have done because it has been play.”

CLAS Academic Policies - Spring 2011

The following policies pertain to all students and are strictly adhered to by the College of Liberal Arts and Sciences (CLAS).

- Every student **MUST** check and verify their schedule prior to the published drop/add deadlines in the student portal. Failure to verify a schedule is not sufficient reason to justify a late add or drop later in the semester. It is the student's responsibility to make sure that their schedule is correct prior to the appropriate deadlines.
- CLAS students must use their email.ucdenver.edu email address. Email is the official method of communication for all University of Colorado Denver business. All email correspondence will take place using your UCDenver email address. Go to <http://www.ucdenver.edu/student-services/resources/registrar/students/policies/Pages/EmailPolicy.aspx> to activate your email address.
- Students **are NOT automatically added** to a course off a wait list after wait lists are dropped. If a student is told by a faculty member that they will be added off the wait list, ***it is the responsibility of the student to complete the proper paperwork to add a course.***
- Students are ***not automatically notified*** if they are added to a class from a wait-list. Again, it is the responsibility of the student to verify their schedule prior to any official dates to drop or add courses.
- Students must complete and submit a drop/add form to make any schedule changes. ***Students are not automatically dropped from a class if they never attended, stopped attending or do not make tuition payments.***
- Late adds will be approved ***only*** when circumstances surrounding the late add are beyond the student's control and can be documented independently. This will require a petition and documentation from the student. Please note that the signature of a faculty member on an add form does not guarantee that a late add petition will be approved. Petitions for undergraduates are available in NC 4002 and for graduate students in NC 5012.
- Late drops will be approved ***only*** when circumstances surrounding the late drop have arisen ***after*** the published drop deadlines, are beyond the student's control, and can be documented independently. This will require a petition and documentation from the student. Pre-existing circumstances (circumstances that existed prior to the published drop deadlines) regarding illness, work, family, or other confounding issues will not be considered adequate reason to drop or withdraw from courses after the published University and/or College drop deadlines. Please note that the signature of a faculty member does not guarantee that a late drop petition will be approved. Petitions are available in NC 4002 for undergraduates and NC 5012 for graduate students.
- **Undergraduate students wishing to graduate in spring of 2011** must complete the on line intent to graduate and meet with their academic advisor by census date to obtain a graduation application. This application must be completed and submitted by 5 PM on **February 2, 2011**. You can obtain an application **ONLY** after meeting with your academic advisor. **There are no exceptions to this policy or date.**
- **Graduate students wishing to graduate in spring semester 2011** must complete their Intent to Graduate form and have a Request for Admissions to Candidacy on file with the CLAS Dean's office no later than 5 PM, **February 2, 2011**.
- Students are responsible for completing financial arrangements with financial aid, family, scholarships, etc. to pay their tuition. Students will be responsible for all tuition and fees for courses they do not officially drop using proper drop/add procedures and forms. Students who drop after the published drop/add period will not be eligible for a refund of the COF hours or tuition.

Important Dates

- **January 18, 2011:** First day of Class
- **January 23, 2011:** Last day to add a class or be added to a wait list for a class using the UCDAccess student portal. After this date you must use a schedule adjustment form to change add or drop a course.
- **January 24, 2011: LAST DAY TO DROP WITHOUT DROP CHARGE – THIS INCLUDES SECTION CHANGES.**
- **January 24, 2011: Wait Lists are dropped.** Any student who was not added to a course automatically from the wait list by this date and time **MUST** complete a schedule adjustment form to be added to the class. Students are **NOT** automatically added to the class from the wait list after this date and time. If your name is not on the official student roster, you are not registered for the course.
- **January 25-February 2, 2011:** Students are responsible for verifying an accurate spring 2011 course schedule via the UCDAccess student portal. Students are **NOT** notified of their wait-list status by the university. All students must check their scheduled prior to February 2, 2011 for accuracy.
- **January 25, 2011:** First day instructor may approve request to add a student to a full course with a Schedule Adjustment Form.
- **February 2, 2011:** Census date.
- **February 2, 2011 at 5 PM:** Last day to add structured courses without a written petition for a late add. **This is an absolute deadline and is treated as such.** This deadline does not apply to independent study, internships, project hours, thesis hours, dissertation hours, and late-starting modular courses.
- **February 2, 2011 at 5 PM:** Last day to drop a spring 2011 course **or** completely with draw from all spring 2011 courses **using a schedule adjustment form** with a tuition adjustment **minus the drop charge** and no transcript notation – this includes section changes. Drops after this date will appear on your transcript. **This is an absolute deadline and is treated as such.**
- **February 2, 2011 at 5 PM:** Last day to request pass/fail or no credit option for a course.
- **February 2, 2011 at 5 PM:** Last day to for a graduate student to register for a Candidate for Degree.
- **February 2, 2011 at 5 PM:** Last day for a Ph.D. student to petition for a reduction in hours.
- **February 2, 2011 at 5 PM:** Last day to apply for spring 2011 graduation. You must make an appointment and see your academic advisor before this date to apply for graduation if you are an undergraduate; you must complete the intent to graduate and candidate for degree form if you are a graduate student.
- **February 14-23, 2011:** Faculty can use the early alert system.
- **March 21-27, 2011:** Spring break (no classes/campus open)
- **April 1, 2011 at 5 PM:** Last day for **non-CLAS students** to drop or withdraw from all classes without a petition and special approval from the student's academic Dean. **After this date, a dean's signature is needed.**
- **April 15, 2011 at 5 PM:** Last day for **CLAS students** to drop or withdraw from all classes with signatures from the faculty and Dean without a full petition. **This is treated as an absolute deadline.**
- After **April 15, 2011** all schedule changes require a full petition. Petitions are available in NC 4002 for undergraduates and NC 5012 for graduate students.
- **May 9-14, 2011:** Finals Week
- **No schedule changes will be granted once finals week has started. There are NO exceptions to this policy.**