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## **Activities Guide: Teaching Ethics in the Introduction to Psychology Course**

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## Introduction

The field of psychology is noted for its focus on ethical practice. The integration of ethics into the undergraduate curriculum is often a subject that spawns considerable debate. This Activities Guide is designed to alleviate some of the apprehension about how to integrate ethics into the undergraduate psychology curriculum, specifically an Introduction to Psychology course. The activities proposed in this guide facilitate the achievement of the recent American Psychological Association [APA] publication *Principles for Quality Undergraduate Education in Psychology* (2011), which reinforces the importance of ethics in the undergraduate curriculum:

**Principle 1 Recommendation 5.** Students strive to become psychologically literate citizens. ... Psychological literacy includes having a basic knowledge of the subject matter of psychology, valuing scientific thinking, acting ethically, recognizing and fostering respect for diversity, and being insightful about one's own and others' behavior and mental processes. (p. 3)

**Principle 2 Recommendation 1.** Faculty provide instruction in the ethical standards that undergird [the discipline of psychology] and model this behavior across professional settings. (p. 4)

**Principle 3 Recommendation 2.** Ethics and issues related to diversity are incorporated throughout the curriculum. (p. 5)

**Principle 5 Recommendation 1.** To affect change in the perceptions of the general public and policymakers, all psychologists should develop and espouse the concept of psychologically literate citizens. They should then convey this message so that policymakers and the general public will understand that being psychologically literate is similar to being able to read or use numbers in thinking. ... They act ethically. (p. 7)

This emphasis on ethics strengthened the APA's commitment to ethics training in its published *Guidelines for the Undergraduate Psychology Major* (2007). The APA (2007) guidelines identify specific recommended student learning outcomes for ethics as follows:

- 1.2. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:
  - (e) Relevant ethical issues, including a general understanding of the *APA Ethics Code* [2002]. (p. 12)
- 2.5. Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research. (p. 14)
- 4.5. Recognize that ethically complex situations can develop in the application of psychological principles. (p. 16)
- 5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology. (p. 17)
- 6.3. Use information and technology ethically and responsibly. (p. 18)
- 9.4. Display high standards of personal integrity with others. (p. 21)

Our guide presents activities related to ethics for each chapter in a typical Introduction to Psychology text as it integrates the APA Learning Goals and Outcomes for ethics into that course. For each chapter, the activity lists the student learning outcome, instructions for conducting the activity, materials needed, approximate time required, and a method of assessment.

To determine the assessment method for each activity, we used the *APA Assessment Cyberguide for Learning Goals and Outcomes* (2009). The cyberguide rates assessment methods from “optimal potential” to “not recommended.” The assessment methods proposed for the activities in this guide have optimal or strong potential for the outcomes indicated. Refer to the cyberguide for more information or alternative assessment methods. Instructors can use multiple assessments; the ones proposed on this guide are just suggestions.

Although a few activities may require some planning, many are easily conducted with minimal preparation. Some are more appropriate in small classrooms for group discussions; however, most of the ideas may be presented in a lecture setting. Even though the activities focus on an introductory psychology class, many of them can be easily adapted to other psychology courses.

We encourage instructors of the Introduction to Psychology course to relate the ethics activities to current events. The examples and links provided in this guide are a sampling of contemporary events relevant to the time the guide was written. We suggest that instructors incorporate news reports, music, articles of popular interest, and videos that will capture the interest and imagination of students.

We recommend that instructors be creative in the use of these activities and assessments. For example, we suggest service-learning as an activity for the Lifespan Development chapter, but it could easily be used in the Social, Research, and Learning chapters. A classroom debate would be appropriate for any chapter provided a relevant ethical issue is being discussed.

Many of the activities require students to explore the *Ethical Principles of Psychologists and Code of Conduct* ([APA Ethics Code]; APA, 2002). We believe that developing meaningful activities that relate to the APA Ethics Code and asking students to apply the relevant sections of the Code to the activity will enhance students’ interest in the Code and investigation of it.

Through the exploration of ethical situations, not only will students be exposed to the complexities of ethical decision making in the field of psychology but also they will be challenged to think about their personal value systems. This active pedagogy allows for skill development, values clarification, and exploration of complex, realistic, and sometimes controversial issues in psychological ethical decision making.

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### ACTIVITIES

<b>Chapter</b>	Introduction
<b>Activity Name</b>	Jeopardy Game: APA Ethics Code
<b>APA Learning Outcome</b>	1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology. . . , including a general understanding of the APA Ethics Code (2002).
<b>Instructions</b>	<p>Play the Jeopardy game in class using the APA Ethics Code. Ethics may be the focus of the whole game or presented just in one column. The game can be played:</p> <ol style="list-style-type: none"> <li>1. prior to the discussion of the code, which requires students preparation,</li> <li>2. at the end of the discussion of the code,</li> <li>3. at the end of the Introduction chapter, or</li> <li>4. at the middle or end of the semester.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code and for game templates see Lord, P., Martin, M. M., &amp; Abramson, C. I. (2007). The use of PowerPoint shareware for making Jeopardy!- type games in the teaching of psychology. <i>Perceptual &amp; Motor Skills</i>, 105, 8-14.</p> <p><a href="http://dx.doi.org/10.2466/PMS.105.1.8-14">http://dx.doi.org/10.2466/PMS.105.1.8-14</a></p>
<b>Time Required</b>	30 to 50 minutes, depending on difficulty level.
<b>Assessment</b>	Answers to game. Objective or essay tests (strong potential).

<b>Chapter</b>	Research
<b>Activity Name</b>	Discussion: Research ethics
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>2.5. Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Provide students with published research projects or articles about research (see materials below).</li> <li>2. Ask students to identify proper ethical procedures as well as ethical violations.</li> <li>3. Ask students to identify sections of APA Ethics Code as it applies to the issues identified.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code</p> <p>Carey, B. (2011, November 2). Fraud case seen as a red flag for psychology research. <i>The New York Times</i>. Retrieved from <a href="http://www.nytimes.com/2011/11/03/health/research/noted-dutch-psychologist-stapel-accused-of-research-fraud.html">http://www.nytimes.com/2011/11/03/health/research/noted-dutch-psychologist-stapel-accused-of-research-fraud.html</a></p> <p>Enserink, M. (2012, June 25). Rotterdam marketing psychologist resigns after university investigates his data. <i>Science</i>. Retrieved from <a href="http://news.sciencemag.org/scienceinsider/2012/06/rotterdam-marketing-psychologist.html">http://news.sciencemag.org/scienceinsider/2012/06/rotterdam-marketing-psychologist.html</a></p> <p>Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i>, 67, 371-378. <a href="http://dx.doi.org/10.1037/h0040525">http://dx.doi.org/10.1037/h0040525</a></p> <p>Tuskegee Syphilis Study Legacy Committee. (1996). Bad blood: The Tuskegee syphilis study. Retrieved from <a href="http://www.hsl.virginia.edu/historical/medical_history/bad_blood/">http://www.hsl.virginia.edu/historical/medical_history/bad_blood/</a></p> <p>Zimbardo, P. G. (1999). <i>Stanford prison experiment: A simulation study of the psychology of imprisonment conducted at Stanford University</i> [Presentation Slides]. Retrieved from <a href="http://prisonexp.org/">http://prisonexp.org/</a></p>
<b>Time Required</b>	15 minutes per case.
<b>Assessment</b>	<p>Objective or essay tests (strong potential for 1.2.e),</p> <p>Feedback in writing at end of class (as essay question, strong potential for 4.5).</p> <p>Reflection paper (strong potential for 5.1).</p>

<b>Chapter</b>	Biology and Behavior
<b>Activity Name</b>	Research and Debate: Is it ethical to allow children to play sports like football and soccer where concussions are prevalent?
<b>APA Learning Outcome</b>	4.5. Recognize that ethically complex situations can develop in the application of psychological principles. 5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide class into two groups – for and against sport participation.</li> <li>2. Allow students one week to research specific questions about the <ol style="list-style-type: none"> <li>a) incidence of concussions in football and soccer for ages 5-7, 8-10, and 11-13.</li> <li>b) critical areas of brain development at the ages of 5-7, 8-10, and 11-13.</li> <li>c) effects of concussions on the developing brain. (See Materials below.)</li> </ol> </li> <li>3. Have students research the responsibilities of adults who care for children.</li> <li>4. Based on the research, students present oral arguments for or against having children play sports where concussions are likely to occur, with an emphasis on brain development and ethical responsibility.</li> </ol>
<b>Materials</b>	<p>Articles related to children, sports, and concussions, such as Center for Disease and Control Prevention. (2010, June). Heads up concussion in high school sports: A guide for coaches. [PDF document]. Retrieved from <a href="http://www.cdc.gov/concussion/pdf/coach_guide-a.pdf">http://www.cdc.gov/concussion/pdf/coach_guide-a.pdf</a></p> <p>National Athletic Trainers' Association &amp; The National Academy of Neuropsychology. (2010). Concussion in football: Sign, symptoms, and playing safe. [Video file]. Retrieved from <a href="http://www.nata.org/health-issues/concussion">http://www.nata.org/health-issues/concussion</a></p> <p>Moser, R. S., Iverson, G. L., Echemendia, R. J., Lovell, M. R., Schatz, P., Webbe, F. M., Ruff, R. M., &amp; Barth, J. T. (2007). Neuropsychological evaluation in the diagnosis and management of sports-related concussion. <i>Clinical Neuropsychology</i>, 22, 909–916. <a href="http://dx.doi.org/10.1016/j.acn.2007.09.004">http://dx.doi.org/10.1016/j.acn.2007.09.004</a></p>
<b>Time Required</b>	One week to complete research outside class; one class period for the debate.
<b>Assessment</b>	After the debate, students will write a reflection paper on their personal reactions to the debate and research (on content and/or process) and evaluate their participation in the debate (strong potential for 4.5, strong potential for 5.1).

<b>Chapter</b>	Sensation and Perception
<b>Activity Name</b>	Video and Discussion: The use of psychological principles for torture
<b>APA Learning Outcome</b>	<p>2.5. Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Show TED talk: The Psychology of Evil (see materials below).</li> <li>2. Have students list all the issues related to psychology and ethics in the talk.</li> <li>3. Have students list psychological issues from the talk that are related to pain, perception and torture.</li> <li>4. Divide students into groups to discuss the pros and cons of using psychological principles for torture.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code</p> <p>Zimbardo, P. G. (2008). The psychology of evil [Video File]. Retrieved from <a href="http://www.ted.com/talks/lang/en/philip_zimbardo_on_the_psychology_of_evil.html">http://www.ted.com/talks/lang/en/philip_zimbardo_on_the_psychology_of_evil.html</a></p>
<b>Time Required</b>	2 hours
<b>Assessment</b>	Essay questions related to the ethical issues in the TED talk (strong potential for 4.5).

<b>Chapter</b>	Learning
<b>Activity Name</b>	Discussion: Little Albert
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>2.5. Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>9.4. Display high standards of personal integrity with others.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Present information about the Little Albert experiment (Watson &amp; Rayner, 1920/2000), and the articles by Beck, Levinson and Irons (2009) and Fridlund, Beck, Goldie, and Irons (2012). See Materials below.</li> <li>2. Ask students to identify the ethical problems by using the APA Ethics Code.</li> <li>3. Ask students to propose ways in which the information could be gathered in an ethical way.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code;</p> <p>Description of Little Albert experiments (available in most textbooks), also available in video clips:</p> <p>Beck, H. P., Levinson, S., &amp; Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. <i>American Psychologist</i>, 64, 605-614. <a href="http://dx.doi.org/10.1037/a0017234">http://dx.doi.org/10.1037/a0017234</a></p> <p>Fridlund, A. J., Beck, H. P., Goldie, W. D., &amp; Irons, G. (2012, Jan. 23). Little Albert: A neurologically impaired child. <i>History of Psychology</i>. <a href="http://dx.doi.org/10.1037/a0026720">http://dx.doi.org/10.1037/a0026720</a></p> <p>Watson, J. B., &amp; Rayner, R. (1920). Conditioned emotional reactions. <i>American Psychologist</i>, 55, 313-317. <a href="http://dx.doi.org/10.1037/0003-066X.55.3.313">http://dx.doi.org/10.1037/0003-066X.55.3.313</a>. Reprinted from <i>Journal of Experimental Psychology</i>, 1920, 3, 1-14.</p>
<b>Time Required</b>	20 minutes
<b>Assessment</b>	Questions on quiz/exam (strong potential for 1.2.e). Written report (strong potential for all outcomes).

<b>Chapter</b>	Memory
<b>Activity Name</b>	Discussion: Drugs and memory
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2003).</p> <p>2.5. Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>9.4. Display high standards of personal integrity with others.</p>
<b>Instructions</b>	<p>1. Provide scenarios for students to discuss the potential use of memory erasing drugs:</p> <ol style="list-style-type: none"> <li>Soldiers returning from combat with memories of traumatic experiences.</li> <li>Young victims of rape or other sexual assault.</li> <li>Someone involved in a serious car accident.</li> <li>A parent who lost a young child.</li> <li>Someone who broke up a serious long term relationship.</li> <li>Someone in college who got a first failing grade ever.</li> </ol> <p>2. Ask students to discuss:</p> <ol style="list-style-type: none"> <li>What would be the consequences of erasing all those memories?</li> <li>Who should make those decisions?</li> <li>Where to draw the line?</li> <li>What/who could help answer these and other questions?</li> </ol>
<b>Materials</b>	<p>No materials necessary.</p> <p>There are video clips available for instructors' preparation and/or for students to watch. Videos on erasing bad memories:</p> <p>Haig, S. (2007, October 15). The ethics of erasing a bad memory. <i>Time</i>. Retrieved from <a href="http://www.time.com/time/health/article/0,8599,1671492,00.html">http://www.time.com/time/health/article/0,8599,1671492,00.html</a></p> <p>Levin, D. (Interviewer) &amp; Caplan, A. (Interviewee). (2011). Ethics of erasing memory [Interview audio file]. Retrieved from NOVA scienceNOW website: <a href="http://www.pbs.org/wgbh/nova/body/caplan-memory-au.html">http://www.pbs.org/wgbh/nova/body/caplan-memory-au.html</a></p>
<b>Time Required</b>	40 minutes
<b>Assessment</b>	Questions on quiz/test (strong potential for 1.2.e). Reflection as written report (strong potential for all outcomes).

<b>Chapter</b>	Consciousness
<b>Activity Name</b>	Article Discussion: Hypnotism
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2003).</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>6.3. Use information and technology ethically and responsibly.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Provide the class with access to the <i>New York Daily News</i> article (Murray, 2012) or other relevant news reports. See Materials below.</li> <li>2. After students read the article (or watch the video), hold a class discussion on the ethical issues relevant to this case (such as: Informed Consent, Avoiding Harm, Boundaries of Competence).</li> </ol>
<b>Materials</b>	<p>APA Ethics Code</p> <p>Haig, S. (2007, October 15). The Ethics of Erasing a Bad Memory. <i>Time</i>. Retrieved from <a href="http://www.time.com/time/health/article/0,8599,1671492,00.html">http://www.time.com/time/health/article/0,8599,1671492,00.html</a></p> <p>Levin, D. (2011, January 13). Ethics of Erasing Memory [Video File]. Retrieved from <a href="http://www.pbs.org/wgbh/nova/body/caplan-memory-au.html">http://www.pbs.org/wgbh/nova/body/caplan-memory-au.html</a></p> <p>Murray, R. (2012, June 19). Panic as students get stuck in hypnosis. <i>New York Daily News</i>. Retrieved from <a href="http://articles.nydailynews.com/2012-06-19/news/32321359_1_trance-hypnosis-hypnotist">http://articles.nydailynews.com/2012-06-19/news/32321359_1_trance-hypnosis-hypnotist</a></p> <p>More items available at <a href="http://search.aol.com/aol/search?enabled_terms=&amp;s_it=comsearch51&amp;q=students+hypnotized">http://search.aol.com/aol/search?enabled_terms=&amp;s_it=comsearch51&amp;q=students+hypnotized</a></p>
<b>Time Required</b>	60 minutes.
<b>Assessment</b>	Test questions related to hypnosis, consciousness, and ethics (strong potential for 1.2).

<b>Chapter</b>	Thinking and Cognition
<b>Activity Name</b>	Movie Review and Discussion: <i>I, Robot</i>
<b>APA Learning Outcome</b>	1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002). 6.3. Use information and technology ethically and responsibly. 9.4. Display high standards of personal integrity with others.
<b>Instructions</b>	1. Assign the movie <i>I, Robot</i> (2004). See Materials below. 2. Ask students to discuss the Three Laws of Robotics in comparison with human laws or rules (Ten Commandments or Golden Rule). 3. Ask students to discuss the Three Laws of Robotics in comparison with APA Ethics Code (2002). Consider items such as: Beneficence and Nonmaleficence, Fidelity and Responsibility, and Integrity. Further discussion could include a request for students to list behaviors or attitudes that circumvent both robotic and human laws? Option: Discussion could be assigned as work outside class and answers to questions could be brought in prepared for class discussion.
<b>Materials</b>	APA Ethics Code Davis, J., Dow, T., & Godfrey, W. (Producers), & Proyas, A. (Director). (2004). <i>I, Robot</i> [motion picture]. USA: 20 <sup>th</sup> Century Fox. Three Laws of Robotics (created by Isaac Asimov, common in science fiction): 1. A robot may not injure a human being or, through inaction, allow a human being to come to harm. 2. A robot must obey orders given it by human beings except where such orders would conflict with the First Law. 3. A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.
<b>Time Required</b>	Movie 115 minutes, discussion 20 minutes.
<b>Assessment</b>	Group project (strong potential for 1.2). Questions on quiz/test (strong potential for 1.2).

<b>Chapter</b>	Language
<b>Activity Name</b>	Discussion: Doublespeak
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>9.4. Display high standards of personal integrity with others.</p>
<b>Instructions</b>	<p>Orwell (1946) proposed the use of language as “an instrument for expressing and not for concealing or preventing thought.” We still have many examples in contemporary English of expressions that alter one’s perception.</p> <ol style="list-style-type: none"> <li>1. Ask students to list expressions that have been used or created to change meaning. For instance, <i>passed away</i> instead of <i>dead</i>, <i>for</i> or <i>against abortion</i> replaced with <i>pro-choice</i> and <i>pro-life</i>, respectively. See Materials below.</li> <li>2. After the students create a list, ask: What are the ethical consequences of such distortions? For instance, how does the audience react to the content of a text when the information is about collateral damage versus when it is about killing civilians during war?</li> <li>3. Ask students to reflect on the activity and how it relates to the APA Ethics Code. Consider items such as Beneficence and Nonmaleficence, and Integrity.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code</p> <p>Orwell, G. (1946). Politics and the English language. <i>Horizon</i>, 13, 252-265. Available at: <a href="http://www.orwell.ru/library/essays/politics/english/e_polit/">http://www.orwell.ru/library/essays/politics/english/e_polit/</a></p> <p>For current example see: Blumner, R. E. (2011, June 5). Words used to distort, not enlighten, <i>Tampa Bay Times</i>. Retrieved from <a href="http://www.tampabay.com/opinion/columns/words-used-to-distort-not-enlighten/1173221">http://www.tampabay.com/opinion/columns/words-used-to-distort-not-enlighten/1173221</a></p> <p>Some pairings of doublespeak: capital punishment - death penalty, ethnic cleansing - genocide, collateral damage - killing of civilians during war, downsize - fire employees, enhanced interrogation - torture, international - foreign, person of interest - suspect in a crime.</p>
<b>Time Required</b>	15 – 20 minutes
<b>Assessment</b>	Reflection (strong potential for 1.2, 4.5, 5.1, 9.4).

<b>Chapter</b>	Intelligence
<b>Activity Name</b>	Discussion of scenario: Ethics related to intelligence testing
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>6.3. Use information and technology ethically and responsibly.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Provide the class with the following scenario: A school psychologist administers a group IQ test to a very diverse class of 300 ninth graders for the purpose of “planning their high school curriculum.” The school psychologist enters the IQ scores into the school’s computerized data base. Due to a glitch in the system, all of the scores are available to anyone who logs onto the school’s website. Are there ethical issues in this scenario?</li> <li>2. Have students, in small groups, list the relevant ethics issues in the scenario. Some possible issues are individual versus group testing and confidentiality, among others.</li> <li>3. Have students identify the relevant section from the APA Ethics Code, such as: Use of Assessments, Obsolete Tests and Outdated Tests, Maintaining Test Security.</li> <li>4. Ask students to comment specifically on the cultural issues and technological concerns.</li> </ol>
<b>Materials</b>	APA Ethics Code
<b>Time Required</b>	60 to 90 minutes
<b>Assessment</b>	Students will write an analysis of the ethical issues presented in this scenario, incorporating the APA Ethics Code and relevant excerpts from the text (optimal potential for 6.3, strong potential for 1.2, 4.5, 5.1).

<b>Chapter</b>	Health
<b>Activity Name</b>	Poster: The ethics of eating: Can you control yourself or should the government do it for you?
<b>APA Learning Outcome</b>	4.5. Recognize that ethically complex situations can develop in the application of psychological principles. 5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Assign students a current article related to banning food items (see Materials below).</li> <li>2. Have students list all the issues related to obesity in the article.</li> <li>3. Have students list psychological issues (such as internal vs external motivation) from the textbook that are related to obesity.</li> <li>4. Have students list the relevant ethical issues (such as Beneficence and Nonmaleficence, Respect for People’s Rights and Dignity) related to the topics listed in instructions 2 and 3.</li> <li>5. Divide students into groups and ask them to create a poster reflecting ways to combat obesity.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code</p> <p>Hu, W. (2012, June 11). Obesity ills that won’t budge fuel soda battle by Bloomberg. <i>The New York Times</i>. Retrieved from <a href="http://www.nytimes.com/2012/06/12/nyregion/persistent-obesity-fuels-soda-ban-by-bloomberg.html?_r=2&amp;pagewanted=all&amp;">http://www.nytimes.com/2012/06/12/nyregion/persistent-obesity-fuels-soda-ban-by-bloomberg.html?_r=2&amp;pagewanted=all&amp;</a></p> <p>Other newspaper articles, newsprint, magazines.</p>
<b>Time Required</b>	60 to 90 minutes
<b>Assessment</b>	Students will grade posters based on a rubric tailored to the activity (strong potential for 4.5). Rubric templates are available at <a href="http://www.rubrician.com">www.rubrician.com</a>

<b>Chapter</b>	Lifespan Development
<b>Activity Name</b>	Service Learning
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>9.4. Display high standards of personal integrity with others.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Set up service learning activities in settings that will provide students with opportunities to serve individuals in different stages of the lifespan. Some suggestions of placements are the maternity ward at a hospital, a day care center, a school, a senior center, a nursing home. See Materials below.</li> <li>2. Prepare the students for the service activities. For instance, the activity should be determined prior to the students attending the placement. The agency representative and the students should know what is expected as well as deadlines to be followed. The students should know who to contact in case of questions or problems.</li> <li>3. Have students write a reflection paper on (a) the service activity, and (b) proper ethical procedures followed, as well as potential violations of ethical guidelines. Some items to consider: do not harm, confidentiality, privacy, anonymity.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code</p> <p>Many colleges and universities have a center or an officer who should be able to help with suggestions or setting up the activity.</p> <p>For information on ethics and service-learning see Chapdelaine, A., Ruiz, A., Warchal, J., &amp; Wells, C. (2005). <i>Service-learning code of ethics</i>. Boston, MA: Anker.</p> <p>National Service-Learning Clearinghouse. (2012). America's most comprehensive service-learning resource. Retrieved from <a href="http://www.servicelearning.org/">http://www.servicelearning.org/</a></p>
<b>Time Required</b>	10 -20 hours for the service.
<b>Assessment</b>	<p>Reflection (strong potential for 1.2, 2.5, 4.5, 5.1, 9.4).</p> <p>External review feedback (strong potential for 5.1, 9.4).</p>

<b>Chapter</b>	Motivation and Emotion
<b>Activity Name</b>	Article Discussion: Emotional development and prescription drugs
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>2.5. Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>6.3. Use information and technology ethically and responsibly.</p> <p>9.4. Display high standards of personal integrity with others.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Assign article “The Medication Generation” (Sharpe, 2012) for students to read. See Materials below.</li> <li>2. Discuss issues raised in the article. The main question to guide the discussion is: Under what circumstances are prescription drugs ethically acceptable in the treatment of children and adolescents? Also consider asking: With little or no knowledge of long-term effects of prescription drugs on children and adolescents, what should be considered in the risk–benefit analysis regarding treatment options?</li> </ol>
<b>Materials</b>	<p>Sharpe, K. (2012, June 29). The medication generation. <i>The Wall Street Journal</i>. Retrieved from <a href="http://online.wsj.com/article/SB10001424052702303649504577493112618709108.html">http://online.wsj.com/article/SB10001424052702303649504577493112618709108.html</a></p> <p>Some other articles available:</p> <p>Dell, M., Vaughan, B. S., &amp; Kratochvil, C. J. (2008). Ethics and the prescription pad. <i>Child And Adolescent Psychiatric Clinics Of North America</i>, 17(1), 93-111. <a href="http://dx.doi.org/10.1016/j.chc.2007.08.003">http://dx.doi.org/10.1016/j.chc.2007.08.003</a></p> <p>Koelch, M., Schnoor, K., &amp; Fegert, J. (2008). Ethical issues in psychopharmacology of children and adolescents. <i>Current Opinion In Psychiatry</i>, 21, 598-605. <a href="http://dx.doi.org/10.1097/YCO.0b013e328314b776">http://dx.doi.org/10.1097/YCO.0b013e328314b776</a></p>
<b>Time Required</b>	Discussion in class approximately 20 minutes.
<b>Assessment</b>	Reflection (strong potential for 1.2, 2.5, 4.5, 5.1, 9.4, optimal potential for 6.3).

<b>Chapter</b>	Social Psychology
<b>Activity Name</b>	Proposal: Public policy
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>2.5. Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>6.3. Use information and technology ethically and responsibly.</p> <p>9.4. Display high standards of personal integrity with others.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask students to list issues (consider local, private, public, university related, nonprofit, current national or international events, among others) that need to be improved or fixed (from covering potholes on local streets to addressing poverty).</li> <li>2. Ask students to select one issue and identify strategies that they can pursue in order to make the situation better.</li> <li>3. Ask students to prepare a proposal to address the situation.</li> <li>4. After the proposal is prepared, ask students to identify social psychological concepts used. They should also consider how the plan could be improved by adding some other psychological concepts not identified/used in the plan.</li> </ol> <p>In this activity students will practice the Beneficence principle as they apply psychology to make people's lives better. Some formal examples of connection between social psychology concepts and public policy issues are available in APA Task Force Reports such as Advertising and Children and Sexualization of Girls, among others. See Materials below.</p>
<b>Materials</b>	<p>American Psychological Association. (2004). Report of the APA Task Force on Advertising and Children. Washington, DC: Author. Retrieved from <a href="http://www.apa.org/pubs/info/reports/advertising-children.aspx">http://www.apa.org/pubs/info/reports/advertising-children.aspx</a></p> <p>American Psychological Association. (2008). Report of the APA Task Force on the Sexualization of Girls. Washington, DC: Author. Retrieved from <a href="http://www.apa.org/pi/women/programs/girls/report.aspx">http://www.apa.org/pi/women/programs/girls/report.aspx</a></p>
<b>Time Required</b>	20 minutes if this is a class activity, longer if the students need to research the topic.
<b>Assessment</b>	Project itself (strong potential for 1.2, 2.5, 4.5, 5.1, 9.4, optional potential for 6.3).

<b>Chapter</b>	Personality
<b>Activity Name</b>	Written Report: What's personality got to do with it?
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>4.5. Recognize that ethically complex situations can develop in the application of psychological principles.</p> <p>5.1. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p> <p>6.3. Use information and technology ethically and responsibly.</p>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Assign students to <ol style="list-style-type: none"> <li>a. take an online personality test.</li> <li>b. research their “dream job” on O*Net, and</li> <li>c. list the personality of most people employed in that job. See Materials below.</li> </ol> </li> <li>2. Based on the results of the personality test and the job characteristics, ask students to write an analysis of their “fit” with the job.</li> <li>3. Ask students to respond to the following questions in their report: <ol style="list-style-type: none"> <li>a. Were the results of the personality test an accurate description of you?</li> <li>b. Was there a match between your personality traits and the dream job?</li> <li>c. How would you react if you were told you could not pursue your dream because of the results of the personality test?</li> <li>d. How should personality tests be used?</li> <li>e. Should a single test determine a person's future?</li> <li>f. What does the APA Ethics Code have to say about personality testing?</li> </ol> </li> <li>4. Discuss student reports in class.</li> </ol>
<b>Materials</b>	<p>APA Ethics Code</p> <p>Careerpath. (2010). Free career tests, personality assessments, job advice, &amp; resources. Retrieved from <a href="http://www.careerpath.com/">http://www.careerpath.com/</a></p> <p>National Center for O*NET Development. (n.d.). O*net online. Retrieved from <a href="http://www.onetonline.org/">http://www.onetonline.org/</a></p> <p>The About Group. (2012). General personality tests. Retrieved from <a href="http://jobsearch.about.com/od/personalitytest1/General_Personality_and_IQ_Tests.htm">http://jobsearch.about.com/od/personalitytest1/General_Personality_and_IQ_Tests.htm</a></p>
<b>Time Required</b>	1 week to complete assignment outside class, and 30 minutes in class discussion.
<b>Assessment</b>	Students will write an analysis of the ethical issues presented in this scenario, incorporating the APA Ethics Code (optimal potential for 6.3 and strong potential for 1.2, 4.5, 5.1).

<b>Chapter</b>	Psychological Disorders and Therapy
<b>Activity Name</b>	Case Vignette: Internship in a clinical setting
<b>APA Learning Outcome</b>	<p>1.2.e. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including relevant ethical issues, including a general understanding of the APA Ethics Code (2002).</p> <p>6.3. Use information and technology ethically and responsibly.</p> <p>9.4. Display high standards of personal integrity with others.</p>
<b>Instructions</b>	<p>1. Provide students with a copy of the case vignette.</p> <p><b>Case Vignette: Internship in a clinical setting</b></p> <p>You are a psychology student doing an internship in a community mental health agency. You signed a confidentiality agreement when you began the internship, stating that you would not disclose any information about any of the clients at the agency. You signed a similar agreement in your college class that is a co-requisite for the internship. The confidentiality agreement also stated that you agree to access information about clients only when absolutely necessary to do the work assigned to you and only with the guidance of your supervisor. Your supervisor hands you a pile of client charts and asks you to file them for him. As you are filing the charts, you recognize the name of one of the clients as your roommate. You have been concerned about your roommate's at times strange behavior and are now concerned about your own safety. What should you do?</p> <p>2. After reading the vignette, provide opportunities for discussion of the case in small groups.</p> <p>3. After initial discussion, provide groups with questions to answer.</p> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>Do you look in the chart to see if the client (your roommate) has any psychiatric issues that might put you in harm's way?</li> <li>Do you tell your supervisor that you know this client?</li> <li>Do you ignore it, file the chart, and walk away?</li> <li>What sections of the APA Ethics Code might apply in this situation?</li> <li>What are your ethical responsibilities as a student intern?</li> <li>What are your personal feelings about the situation?</li> <li>How will your personal feelings affect your actions in this situation?</li> </ol>
<b>Materials</b>	Copy of APA Ethics Code, copies of Case vignette, copies of questions.
<b>Time Required</b>	45 minutes
<b>Assessment</b>	Students will write a self-assessment reflection paper on their personal reactions to the case vignette and the relevant APA Ethics Code (optimal potential for 1.2.e and 9.4, strong potential for 6.3).

<b>Chapter</b>	Gender and Sexuality
<b>Activity Name</b>	Debate on controversial topics
<b>APA Learning Outcome</b>	4.5. Recognize that ethically complex situations can develop in the application of psychological principles.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide the class in two groups.</li> <li>2. Have one group prepare arguments to support one issue while the other group prepares arguments against the issue.</li> </ol> <p>Some topics that could be debated are whether:</p> <ol style="list-style-type: none"> <li>a. there are more similarities or differences between men and women,</li> <li>b. one gender is better than the other,</li> <li>c. the gender wage gap is fair,</li> <li>d. parents should be able to choose the sex of their children,</li> <li>e. same sex marriage.</li> </ol> <p>In large classes, different pairs of groups may be assigned different topics.</p>
<b>Materials</b>	No materials required.
<b>Time Required</b>	If the debate follows a formal parliamentary style, each side has the same amount of time for presenting the main arguments and the rebuttals.
<b>Assessment</b>	<p>Reflection after the debate for students to express their personal opinion (strong potential for 4.5).</p> <p>Essay questions on a quiz or exam (strong potential for 4.5).</p>

### OTHER IDEAS

Other topics that can lend themselves for ethical discussion and may overlap chapters:

- Steps in solving ethical dilemmas and the relation of ethics to critical thinking
- Spanking as a form of discipline
- Torture
- Cloning
- Professional language
- Politically correct language
- Language standards
- Use of profanity in movies or culture
- Animal language
- Research on animal cognition
- Treatment of animals
- Lawsuits against drug companies (drugs used, but not recommended, for particular ages)
- Memory re-construction
- Expectations for professional behavior
- Little Albert, classical conditioning, and how the actual details were changed overtime:
  - See
    - Harris, B. (1979). Whatever happened to Little Albert? *American Psychologist*, 34, 151-160. <http://dx.doi.org/10.1037/0003-066X.34.2.151>
- Memory: Discuss a statement by Leon Kass, former Chairman of the President Council on Bioethics, that “to deprive oneself of one's memory – in its truthfulness also of feeling – is to deprive oneself of one's own life and identity.”