



**Department of Psychology**

1200 Larimer St., Suite 5002  
Campus Box #173  
P.O. Box 173364  
Denver, CO 80217-3364  
Office: 303-556-8565  
Office Fax: 303-556-3520

January 5, 2017

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 *ethics acculturation*) and take the next steps.

In this packet you will find all the logistical information you need about the course—objectives, readings, assignments, grading—and more. It looks overwhelming at first (and maybe second) glance, but if we get a good start to the semester and continue to collaborate throughout, I can promise you a significant learning experience.

I want to express my gratitude to Dr. Allison Bashe, who taught this course before (and after) me, 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,

Mitchell M. Handelsman, Ph.D.  
Professor of Psychology  
CU President's Teaching Scholar

*University Of Colorado Denver - Department of Psychology*

**PSYC 7730 – ETHICS & PROFESSIONAL ISSUES IN PSYCHOLOGY**

**Course Information Packet - Spring 2017**

Instructor: Dr. Mitch Handelsman

Phone: 303-556-2672 (The number for campus closures is 303-556-2401)

Email: [mitchell.handelsman@ucdenver.edu](mailto:mitchell.handelsman@ucdenver.edu)

Office: NC 5002J

Professor Hours: Tuesdays, 9-11 am. You can also sign up for times on Wednesdays (9-noon) and Thursdays (1-3 pm) in the Department office in the red “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., NC 4031

Canvas Site: In this course you will submit all writing assignments on Canvas. Go to the [Canvas Login Page](#) (<https://ucdenver.instructure.com/login>). It will also be a way for all of us to communicate with each other.

My Personal Web Page (<http://clasfaculty.ucdenver.edu/mhandels>). On this page you can find links to my teaching philosophy and my “teaching autobiography.”

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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 Clinical Health Psychology Ph.D. program or with permission of the 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 (2010) *Ethical Principles of Psychologists and Code of Conduct*
4. Legal and regulatory issues, including beginning knowledge of Colorado's mental health statutes
5. Ethical acculturation and ethical choice making
6. Aspects of the profession of psychology that present opportunities and 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
15. Acting in a professional manner in and out of the classroom

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

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

### **SOME GUIDING PRINCIPLES FOR LEARNING PROFESSIONAL ETHICS (AND LEARNING IN GENERAL)**

*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. 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 as 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 (especially 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 of 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**

<b>Points</b>	<b>Activity</b>
200	Class Participation
300	PIES (Practice Integrating Ethics) - 10 papers @ 30 points each
50	Ethics Autobiography
50	I-Search Prospectus
200	I-Search Paper
200	Final (2 hours, open-book)
<b>1000</b>	<b>TOTAL POINTS</b>

- The minimum points needed for each final grade are:
 

▪ 920 = A	▪ 800 = B-	▪ 680 = D+
▪ 900 = A-	▪ 780 = C+	▪ 620 = D
▪ 880 = B+	▪ 720 = C	▪ 600 = D-
▪ 820 = B	▪ 700 = C-	
- 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.)

## READINGS

The readings outlined below are in three categories. First are the two major textbooks. Second are articles and other readings for specific class meetings. Third are some “useful readings” that I didn’t assign for specific days but will be valuable to you. All readings other than the texts are available on, or linked from, Canvas.

These are the basic required readings, and they are really basic. In the context of your I-search project you will be finding, reading, and integrating other material. I’ll be happy to consult with you about this.

### **TEXTS**

- Anderson, S. K., & Handelsman, M. M. (2010). *Ethics for psychotherapists and counselors: A proactive approach*. Malden, MA: Wiley-Blackwell. (A&H) (ISBN-10: 1405177667). This book is pretty redundant with the next book in terms of information; however, you will get your money’s worth if you think of this book as a kind of workbook to help you develop your acculturation skills!
- Knapp, S. J., & VandeCreek, L. D. (2012). *Practical ethics for psychologists: A positive approach* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association. (K&V) (ISBN-10: 143381174X)

### **ARTICLES AND OTHER READINGS**

- American Psychological Association (2010). [Ethical principles of psychologists and code of conduct \(including 2010 and 2016 amendments\)](http://www.apa.org/ethics/code/index.aspx). Washington, DC: Author. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Bartlett, T. (2015, July 13). What a bombshell report tells us about the APA’s abetting of torture. *Chronicle of Higher Education*.
- Colorado Revised Statutes, Confidentiality (12-43-218)
- Colorado Revised Statutes, Mandatory Disclosure (12-43-214)
- Colorado Revised Statutes, Prohibited Activities (12-43-222)
- Colorado Revised Statutes, Reporting Duties (13-21-117 and 19-3-304)
- 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.
- Hoffman, D. H., Carter, D. J., Lopez, C. R.V., Benzmilller, H.L., Guo, A. X., Latifi, S. Y., & Craig, D. C. (2015, September 4). Report to the Special Committee of the Board of Directors of the American Psychological Association: Independent review relating to APA Ethics Guidelines, national security interrogations, and torture (revised). Chicago, IL: Sidley Austin LLP. Retrieved from <http://www.apa.org/independent-review/revised-report.pdf> .
- “How to Construct a Concept Map”
- Oberlander, S. E., & Barnett, J. E. (2005). Multiple relationships between graduate assistants and students: Ethical and practical considerations. *Ethics & Behavior*, 15, 49-63.
- Rogerson, M. D., Gottlieb, M. C., Handelsman, M. M., Knapp, S., & Younggren, J. (2011). Nonrational processes in ethical decision making. *American Psychologist*, 66, 614-623.

### ***USEFUL READINGS (partial list, of course)***

- McKelvie, S. J., Black, S. L., & Standing, L. G. (2004). *Guide to academic honesty for the department of psychology*. Unpublished manuscript, Bishop's University. Another good great resource for understanding plagiarism is the tutorial at [Indiana University \(https://www.indiana.edu/~istd/\)](https://www.indiana.edu/~istd/)
- Romm, E. G. (1992, February). Active vs. passive voice: What a difference! *Writing!*, pp. 14-15.
- UCD Writing Center. "Understanding Passive Voice"
- [Ken Pope's web page \(http://www.kspope.com\)](http://www.kspope.com) – you'll find tons of resources here!
- [Pennsylvania Psychological Association – Ethics Blog \(http://www.ethicalpsychology.com/\)](http://www.ethicalpsychology.com/). Another great source of articles, etc.

### **COURSE POLICIES**

- **Written Work and Late Work:** All papers need to be double-spaced, in New Times Roman 12-point font, with 1-inch margins all around, and including the due date. Submit all papers on Canvas, in a Word or pdf file, before the time indicated. I will deduct 20% of the grade you would have earned (the "20% Discount") if the paper is up to a week late. After 1 week, you will earn no points (Course Goal #14).
- **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. I hope that together we will create a culture of safety in this class that will help us all with self-reflection.
- **Attendance:** Attendance is mandatory because this course involves in-class discussions and 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 beforehand. More than one absence will start to influence your grade. After all, missing two class periods is missing almost 15% of class time.
- **Snow Closure Policy:** If school is canceled (class won't be canceled unless the entire campus is closed), all assignments hold.
- **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 includes: (a) plagiarism—quoting or using the ideas of another person without giving them credit—on ANY submitted work, including drafts, and (b) using previous tests or answers, supplied by current or former students, to study from. Be familiar with University policies. 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:** Class sessions are like any professional meetings. Your use of electronic

devices should not disrupt the learning activities in the classroom, nor (the appearance of) your active engagement with the class, the material, or the rest of us. See Course Goal #15.

- **Changes:** Because I've designed this course 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 change readings or assignments. We will discuss any changes in advance to make sure they are for good reasons and in your interests as well as mine.

### **COURSE PARTICIPATION REQUIREMENT**

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 others. These are skills that we can learn and develop, whether we come by them naturally or not. Course participation includes four elements:

#### **1. Professional Engagement in Classroom Discussions and Activities**

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 pot-luck or party. I want to help you develop some of the necessary skills for such activities.

This element has three aspects. First, **come to each class prepared with something you want to discuss.** When I ask, "What do you want to talk about today?", I really mean it! Your answer can include what you wrote your PIE about, a *Food for Thought* or *Journal Entry* from the text, or just something in the readings that you circled or highlighted for more exploration. Your initiation of the discussion does not mean a prepared lecture or demonstration of perfect knowledge. We're all in this together, and you might want us to help you develop your understanding. If you want, you can do something even more creative, such as (a) ask questions about the readings that we can answer; (b) introduce a debate topic; or (c) start the discussion of a case that you've created or gotten from the readings or other sources.

Second, come to class prepared to help the rest of us develop *our* understanding. The days of being able to sit back and learn *ONLY* by listening are pretty much over! Most of our class time will be devoted to discussions and other forms of active learning. I will be a full participant as well.

Third, treat class as what it is—a professional meeting. Be prompt, active, respectful... you get the idea.

#### **2. One Meeting (at least) With Professor**

I'm assuming that you and I will meet outside of class at least a few times, but I wanted to state this explicitly so you know that you are welcome to talk with me at any time. We can talk about how the course is going, suggestions you have, how you're doing in the other elements of participation, your I-Search paper, or whatever.

#### **3. Collaborative Course Management**

In past semesters we've had a Student Management Team, a group of 3 or 4 students who share feedback on how the course is going and suggest ways to improve the course (before the end of the semester when 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. Because the class is so small, **ALL OF YOU** will be playing this role this semester! I will reserve class time to reflect on how the course is going. However, you can also meet with me or use Canvas to share ideas.

## **PIE PAPER ASSIGNMENT- Practice Integrating Ethics**

### **Background/Goals**

Writing about what you read alters how you read and improves your understanding and thinking. You will write PIES—papers about the readings you do—for 10 class periods for which you do readings. Each PIE is an application or integration *using* the readings assigned for that day. I designed this assignment to have you (a) do the readings; (b) understand them; and (c) apply them to, or integrate them with, other material from the course, your professional experience, and/or other courses. I will also use your PIES to help design class activities. (That’s why they are due before class time!)

### **Assignment**

PIES are short papers, but they are not informal. You need to write clearly and precisely. In each PIE you will demonstrate that you have read and understood some of the reading you did by applying it to and integrating it with other material from this course (or others), your personal experiences, your I-Search project, your research or clinical work, or something else.

In your PIE papers (and all your writing!), *show* rather than *tell*. For example, telling me, “I used the 5-step model and found that confidentiality is important,” does not demonstrate your understanding. *Show me* the steps you took and why you think confidentiality is important (and when it may not be!). Balance theory with examples. Just summarizing the reading is not enough—nor is just telling me that you understand.

### **Requirements**

- PIES are due on Canvas by 9:00 am the morning of the class for which the reading is due.
- PIES must be no longer than 1 page.
- At the top of each PIE put your name, the due date, and an *informative* title that tells me something about what the paper is about. Do not just use, “PIE #6,” or “Confidentiality.”
- Remember the 20% discount for late papers. Technology failures do not excuse late papers.

### **Additional Information**

- Your PIE paper is due on the day the reading is due. You can only do one PIE per class.
- You need not address all the readings in your PIE.
- Outlining and revision are very helpful. You might wind up writing several pages to get one that you are proud of. A one-page paper represents more than one page worth of thinking!
- Citations: Do you need to cite and reference sources in your PIES? The answer is no if you're using the reading assignment, because I assume that that's where you're getting your information. But you can quickly mention which reading, just to be clear. Like, "In the Knapp reading, remedial ethics is...." Direct quotes, however, need full citation with page numbers. If you do use outside sources, you need to cite them and have a reference entry (which can be on a second page). In general, be *very* careful to avoid plagiarism, and to give credit to others for their ideas.
- If you find yourself getting bored with writing the PIES, take some risks! Try something new! For example, bring in more and more previous readings, or try using three principles rather than two.
- I recommend doing PIES for the FIRST 10 classes—to get them out of the way.

**Grading:** Each PIE is worth a maximum of 30 points. The rubric is on Canvas.



## **ETHICS AUTOBIOGRAPHY ASSIGNMENT**

### **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 an *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 A&H: (a) “Ethics Autobiography – Part 1” section and the *Journal Entry* on pages 31-33, and (b) the “Ethics Autobiography, Part 2” Journal Entry on pp. 89-90. 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 A&H text.

### **Requirements**

- Due February 7 at noon.
- The autobiography must be no more than 3 pages.
- At the top, put your name, the due date, and “Ethics Autobiography.” If you want to add a subtitle, that’s fine.

### **Grading**

You can earn a maximum of 50 points for the ethics autobiography. The rubric is on Canvas.

## **I-SEARCH PAPER ASSIGNMENT**

### **Background/Goals**

This assignment will help you relate this course to the rest of your experience as a professional-in-training, and to give you an opportunity to practice your analytic and ethical reasoning skills. The paper will give you a chance to apply all the elements of the course as you analyze a problem, issue, dilemma, or policy that is directly relevant to your professional development. I designed the assignment to help achieve (at least) course goals 1, 2, 5, 6, 7, 8, 9, 10, 11, 13, 14, and 19.

### **Assignment**

In your I-search paper you will tackle the ethical aspects of a problem, issue, dilemma, or policy that you notice or anticipate in your research, clinical work, teaching, and/or other aspects of your training and professional development. In your analysis of your topic, you will

- Use course material, including both *knowledge* and *skills* you’ve been studying
- Reflect on your own strengths and weaknesses, including
  - Acculturation strategies you have or might employ
  - Nonrational factors that have or might influence your analysis or behavior

- Incorporate ethics guides, such as the APA Code, legal guides, and/or foundational principles
- Incorporate two outside sources (i.e., not assigned for class) to provide empirical and/or theoretical background or evidence for your analysis.
- Articulate a balanced analysis and ethical stance regarding your problem, issue, etc.

I call this assignment an *I-search* paper because *you* are part of what you are researching. Because you are the major subject of the paper, it is essential to write in the first person.

### **Requirements**

- A prospectus of your paper is due on March 7, and should contain drafts, outlines, and/or plans for how you will tackle each element of your paper. The better the prospectus, the better my feedback can be.
- The paper is due on May 2.
- Length: 6 pages max, not including references.
- No need for a title page: At the top of the paper put your name, the date, and an *informative* title that tells me something about what the paper is about. Do not just use, “I-search” or, “Aspects of Confidentiality.”
- Papers must be double-spaced, using Times New Roman 12-point font with 1-inch margins.

### **Additional Information**

- Once again, *show* rather than *tell*.
- You can make good use of your ethics autobiography, and perhaps do some “updating” of the autobiography (A&H, p. 224).
- You can also use your PIE papers to explore ideas that may show up (or not!) in the I-search.
- Notice how all the assignments in the course fit together!
- 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 (a) *explore* the ideas and knowledge you are gaining from the course, and (b) *use* the skills that you are studying.
- I am happy to talk with you to go over ideas, drafts, paragraphs, outlines, etc.

**Grading:** You can earn a maximum of 200 points for the paper and 50 for the prospectus. I will use the attached rubrics to grade them.

**RUBRIC – I-SEARCH PAPER - PSYC 7730**

Criterion	Possible Points	~Perfect	Proficient	Problems	Points Earned
Formatting: <ul style="list-style-type: none"> <li>• Double-spaced</li> <li>• 12-point Times New Roman</li> <li>• 1-inch margins</li> <li>• 6 pages max</li> <li>• Date</li> <li>• Informative Title</li> </ul>	40	37-40 All formatting attended to	32-36 Good formatting, but not perfect	25-31 More than one problem with formatting	_____
Self-Reflection <ul style="list-style-type: none"> <li>• Acculturation</li> <li>• Nonrational factors</li> <li>• Balanced</li> </ul>	40	37-40 Complete, balanced self-reflection	32-36 Incomplete or simplistic in some way	25-31 Too simplistic	_____
Incorporates Outside Readings <ul style="list-style-type: none"> <li>• At least two</li> <li>• Complete citations</li> <li>• Used well</li> </ul>	40	37-40 Excellent integration of outside readings	32-36 Some integration of outside readings	25-31 Could have been written without having done the reading, or major misunderstandings	_____
Uses course material <ul style="list-style-type: none"> <li>• Ethical/legal guides</li> <li>• Used well</li> <li>• Use of the language of ethics</li> </ul>	40	37-40 Excellent understanding and use of ethical and/or legal concepts and vocabulary	32-36 Pretty good, but perhaps simplistic in some way or some misunderstanding	25-31 Little evidence of thought about course concepts	_____
Clearly written <ul style="list-style-type: none"> <li>• precise</li> <li>• free of undue grammatical or punctuation errors</li> </ul>	40	37-40 Clearly and precisely written	32-36 Some problem (e.g., passive voice, vague pronouns)	25-31 Major problems with clarity or precision	_____
<b>TOTAL POINTS</b>	200				_____

**RUBRIC – I-SEARCH PAPER PROSPECTUS - PSYC 7730**

Criterion	Possible Points	~Perfect	Proficient	Problems	Points Earned
<b>Self-Reflection</b> <ul style="list-style-type: none"> <li>• Acculturation</li> <li>• Nonrational factors</li> <li>• Balanced</li> </ul>	15	14-15 Evidence of some balanced self-reflection	12-13 Little evidence, or simplistic in some way	0-11 Too simplistic, or absent	_____
<b>Incorporates Outside Readings</b> <ul style="list-style-type: none"> <li>• At least two</li> <li>• Complete citations</li> <li>• Used well</li> </ul>	15	14-15 Excellent integration of, or plan to use, outside readings	12-13 Some attention to outside readings	0-11 No readings specified, or no plan to use them	_____
<b>Uses course material</b> <ul style="list-style-type: none"> <li>• Ethical/legal guides</li> <li>• Used well</li> <li>• Use of the language of ethics</li> </ul>	15	14-15 Excellent understanding and use of ethical and/or legal concepts and vocabulary	12-13 Pretty good, but perhaps simplistic in some way or some misunderstanding	0-11 Little evidence of thought about course concepts	_____
<b>Clearly written</b> <ul style="list-style-type: none"> <li>• precise</li> <li>• free of undue grammatical or punctuation errors</li> </ul>	5	5 Clearly and precisely written	4 Some problem (e.g., passive voice, vague pronouns)	3 Major problems with clarity or precision	_____
<b>TOTAL POINTS</b>	50				_____

## **FINAL EXAM**

The two-hour open-book final will comprise two questions designed to have you analyze cases, dilemmas, policies, etc. 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 Canvas for some ideas that should help with the final (as well as for your I-Search paper and class discussions).

### **Requirements**

- The final will be on Tuesday, May 9, from 12:30 – 2:30 P.M.
- You will take the final over email or Canvas. Stay tuned for details.

### **Grading**

You can earn a maximum of 200 points on the final, 100 points for each question. I will use the rubric on the next page to grade them, but here are some general criteria:

- I give A’s to those answers that show a clear mastery of the material, use of skills, and some creativity. Students earn A’s when they grasp and can communicate the intricacies and subtleties involved in ethical reasoning. They see more than one side of issues and bring a variety of perspectives. They address the question asked and account for the facts of the case/policy. Ideas are well-formulated, well-developed, and well-communicated.
- 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/or writing that reflects trouble communicating ideas (e.g., suffering from some lack of focus, not addressing the question).
- 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. Writing problems may hinder clear communication.

**RUBRIC – FINAL - Psychology 7730 – (For Each Question)**

Criterion	Excellent	Good	Fair	Poor	Points
Variety and Accuracy of Concepts	28 - 30 Nailed it: accurate and comprehensive	25 - 27 Good accuracy, comprehensive	22 - 24 Hard to assess accuracy, or not comprehensive	16 - 20 Inaccuracies	_____
Application <ul style="list-style-type: none"> <li>• Complexity</li> <li>• Related concepts to each other</li> </ul>	28 - 30 Consistently communicates complexity	24 - 27 Good application	20 - 23 Fair application	14 - 19 Too simplistic	_____
Ability to see more than one side, or to see limitations of arguments	10 Excellent balance, seeing alternatives & limitations	8 Good treatment of alternatives or limitations	6 Alternatives or limitations mentioned, but not in detail	2 - 4 Absent	_____
Answered the question; accounts for the facts in the question	28 - 30 Addressed all parts of the question; all facts accounted for	24 - 27 Got the most important elements in the question	20 - 23 Missed facts or subquestions that could have been informative or made a difference	14 - 19 Little more than a “data dump”; didn’t really use the facts in the question	_____
TOTAL PTS	100				_____

**SCHEDULE OF ASSIGNMENTS** (See also the “Syllabus” section of Canvas)

- Complete the assignments by the date indicated. **Bring each day’s readings to class.**
- A&H = Anderson & Handelsman (2010); K&V = Knapp & VandeCreek (2012); CRS = Colorado Revised Statutes.
- **Notice that some of the readings are out of chapter order.**
- Reading Anderson & Handelsman includes spending time with *Food for Thought* and *Journal Entry* items.

<b>Week – Date</b>	<b>Readings and Assignments</b>
Week 2 – Jan. 24	Self-awareness 1. A&H, Introduction and Chapters 1-2 2. K&V, Ch 1 3. “How to Construct a Concept Map”
Week 3 – Jan. 31	Ethical Acculturation and Positive Ethics 1. K&V, Chapter 2 2. A&H, Chapter 3 3. Handelsman, Knapp & Gottlieb, 2009
Week 4 – Feb. 7	The Ethical Culture of Psychology 1. A&H, Chapter 4 2. APA Ethics Code (2010) 3. CRS Prohibited Activities (12-43-222) 4. <b>Ethics Autobiography Due</b>
Week 5 – Feb. 14	Making Ethical Choices 1. K&V, Chapters 3-4 2. Rogerson et al., 2011.
Week 6 – Feb. 21	Boundaries and Multiple Relationships 1. A&H, Chapter 5 2. K&V, Chapter 6
Week 7 – Feb. 28	Confidentiality (but don’t tell anybody...) 1. A&H, Chapter 6 2. K&V, Chapters 7-8 3. CRS Confidentiality (12-43-218) 4. CRS Reporting (13-21-117 and 19-3-304)
Week 8 – Mar. 7	Informed Consent 1. A&H, Chapter 7 2. K&V, Chapter 5 3. CRS Mandatory Disclosure (12-43-214) 4. <b>I-Search Prospectus Due</b>
Week 9 – Mar. 14	Research and Scholarship 1. K&V Chapter 15
Mar. 21	<b>Spring Break – No Class</b>
Week 10 – Mar. 28	Business Issues and Forensic Issues 1. K&V, Chapter 9 AND Chapter 12
Week 11 – Apr. 4	Assessment 1. K&V, Chapter 10
Week 12 – Apr. 11	Termination and Other Therapy Issues 1. K&V, Ch 11 2. A&H, Ch 9

Week 13 – Apr. 18	Supervision and Consultation 1. A&H, Ch 8 2. K&V, Ch 14
Week 14 – Apr. 25	Teaching and Training 1. K&V, Ch 13 2. Oberlander & Barnett, 2005
Week 15 – May 2	Putting It All Together 1. A&H, Ch 10 2. Bartlett 2015 3. Hoffman et al., 2015, pp. 1-4; 9-10; 64-72. For more background, you can skim pages 10-63. 4. <b>I-Search Paper Due</b>
Week 16 – May 9	<b>FINAL - open book - 12:30 – 2:30</b>

### **SOME UNIVERSITY-WIDE POLICIES and OFFICES**

- [Student Code of Conduct](http://www.ucdenver.edu/life/services/standards/students/pages/default.aspx)  
<http://www.ucdenver.edu/life/services/standards/students/pages/default.aspx>
- Accommodations – The first step in getting accommodations is to contact the [Disability Resources and Services](http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx) Office.  
<http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx>
- [Academic Freedom](http://www.ucdenver.edu/policy/pages/academic-freedom.aspx)  
<http://www.ucdenver.edu/policy/pages/academic-freedom.aspx>
- [Family Educational Rights and Privacy Act \(FERPA\)](http://www.ucdenver.edu/anschutz/studentresources/Registrar/StudentServices/FERPA/Pages/default.aspx)  
<http://www.ucdenver.edu/anschutz/studentresources/Registrar/StudentServices/FERPA/Pages/default.aspx>
- [Attendance](http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf)  
[http://www.ucdenver.edu/faculty\\_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf](http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf)
- [Discrimination and Harassment Policy and Procedures](http://www.ucdenver.edu/policy/TitleIX/Pages/default.aspx)  
<http://www.ucdenver.edu/policy/TitleIX/Pages/default.aspx>
- [Grade Appeal Policy](http://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf)  
<http://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf>

### **CLAS Academic Policies**

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar found on the [Registrar's website](#).

**Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their UCDAccess portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or withdrawals. Access to a course through Canvas is not evidence of official enrollment.

**E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages. Note: Canvas is not the location to access your [CU Denver email account](http://www.ucdenver.edu/email/Pages/login.aspx). Log into <http://www.ucdenver.edu/email/Pages/login.aspx>.

**Administrative drops:** Students may be administratively dropped if they do not meet the pre- and/or co-requisites for the course as detailed in the course description. Students may also be administratively dropped from a class if the course syllabus articulates attendance expectations prior to census date class and they do not meet those attendance expectations. Please note: this policy does not apply to all classes and should not be relied upon; if the plan is to no longer complete the course, students should follow the appropriate drop/withdrawal process.

**Late adds (after February 1, 2017) and late withdrawals (after April 17, 2017):** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC 1030 – 303-556-2555) and graduate students should visit the Graduate School (12<sup>th</sup> floor LSC) to learn more about the petition process. Late withdrawal petition deadline: May 5, 2017.

**Co-requisites and withdrawals:** Dropping/withdrawing from a co-requisite course might require dropping/withdrawing from the other course. Students should read the course notes in the UCDAccess registration system and their course syllabus to determine the impact of this decision.



### Applicable Forms

- **[SCHEDULE ADJUSTMENT FORM](#)** – Available on the Registrar’s website. Submit to the Registrar (SCB 5005). *Used to change registration when doing so via UCDAccess is not an option. Instances include but are not limited to: withdrawing from one or more courses after census date but before the withdrawal deadline (between February 2<sup>nd</sup> and April 3<sup>rd</sup>; instructor signature required); withdrawing from one or more courses after the withdrawal deadline but before the CLAS extended withdrawal deadline (between April 4<sup>th</sup> and April 17<sup>th</sup>; instructor signature and CLAS Advising signature required).*
- **[INSTRUCTOR PERMISSION TO ENROLL FORM](#)** – Available on CLAS Advising’s website. Submit to CLAS Advising (NC 1030) either in person or have the instructor e-mail it to [clasinstructorpermission@ucdenver.edu](mailto:clasinstructorpermission@ucdenver.edu). *Used to add one or more courses after the add deadline but before census date (between January 24<sup>th</sup> and February 1<sup>st</sup>; instructor permission required).*
- **LATE ADD AND WITHDRAWAL PETITIONS** – Undergraduates visit CLAS Advising (NC 1030) and graduates visit the Graduate School (12<sup>th</sup> floor LSC) for more information. *Used to petition to add one or more full-term courses after census date (February 1<sup>st</sup>; verifiable documentation required), or to withdraw from one or more courses after the withdrawal deadlines but before finals week (between April 18<sup>th</sup> and May 5<sup>th</sup>; verifiable documentation required).*

### CLAS Important Dates and Deadlines

**January 17: SPRING 2017 CLASSES BEGIN**

**January 22: ADD DEADLINE (11:59 pm).** Last day to add or waitlist a class using UCDAccess.

**January 23: DROP DEADLINE (11:59 pm).** Last day to drop a class without a \$100 drop fee, including section changes. Students wishing to drop classes can do so via UCDAccess. **NO ADDING OF CLASSES IS PERMITTED TODAY**

**January 24 – February 1 (5 pm): ADD CLASSES WITH INSTRUCTOR PERMISSION.** Students must obtain instructor permission to add a course using the [Instructor Permission to Enroll Form](#) and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to [clasinstructorpermission@ucdenver.edu](mailto:clasinstructorpermission@ucdenver.edu)

**February 1 (5 pm): CENSUS DATE**

**ADD WITH INSTRUCTOR PERMISSION DEADLINE.** To add a course January 24 – February 1, 2017, the instructor needs to sign an [Instructor Permission to Enroll Form](#) and the completed form should be brought to the CLAS Advising Office (NC 1030) or have the instructor e-mail it to [clasinstructorpermission@ucdenver.edu](mailto:clasinstructorpermission@ucdenver.edu). After today, a written petition, verifiable documentation, and dean’s approval via CLAS Advising (NC 1030 – 303-556-2555) are required to add a class and students will be charged the full tuition amount. College Opportunity Fund (COF) will not apply and these credits will not be deducted from eligible students’ lifetime hours after today.

**LAST DAY TO DROP A CLASS OR WITHDRAW FROM TERM WITHOUT “W.”** Last day to drop full-term classes with a financial adjustment. Students wishing to drop classes can do so via UCDAccess. After this date, withdrawal from classes requires instructor signature approval on the [Schedule Adjustment Form](#), course(s) will appear on transcripts with a grade of “W,” and no tuition adjustment will be made. After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean through the CLAS Advising office (NC 1030 – 303-566-2555).

**LAST DAY TO PETITION FOR A REDUCTION OF PhD DISSERTATION HOURS**

**March 20 – 26: SPRING BREAK** – No classes. Campus open.

**April 3 (5 pm): COURSE WITHDRAWAL DEADLINE WITH SCHEDULE ADJUSTMENT FORM.** After February 1, 2017, students must obtain instructor permission to withdraw from a course using the [Schedule Adjustment Form](#) and must bring the signed form to the Registrar (SCB 5005). Dean’s approval via CLAS Advising (NC 1030 – 303-556-2555) is needed after today. If the course has a co-requisite, check the course notes in the UCDAccess registration system and the course syllabus to determine the impact of dropping/withdrawing from a co-requisite course.

**April 17 (5 pm): CLAS EXTENDED COURSE WITHDRAWAL DEADLINE WITH SCHEDULE ADJUSTMENT FORM.** After April 3, to withdraw from a course, complete a [Schedule Adjustment Form](#), with instructor’s and CLAS Advising representative’s signatures, and submit it to the Office of the Registrar (SCB 5005). After today, a written petition, verifiable documentation, and dean’s approval via CLAS Advising (NC 1030 – 303-556-2555) are required to withdraw from a class.

**May 5: LATE WITHDRAWAL PETITION DEADLINE.** Deadline to petition to withdraw from Spring 2017 courses. Contact CLAS Advising (NC 1030 – 303-556-2555) for further information. After this date, only retroactive withdrawals are considered. Contact CLAS Advising (NC 1030 – 303-556-2555) for further information on retroactive withdrawals.

**May 8 – 13: FINALS WEEK**

**May 13: END OF SEMESTER . SPRING COMMENCEMENT**

**May 18: FINAL GRADES AVAILABLE.** Check for official grades in the UCDAccess portal and on transcripts (tentative). Canvas does not display final course grades.