



**Course Syllabus – FALL 2016**  
**Ethics 3300**  
**(Section 80213- Hybrid 3 credit hours)**

*Note: Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu).*

**Instructor Information:**

Dr. Christina Grange  
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Office Location  
Magnolia Hall/NBS, Room 112

**Office Hours**

Monday 2:00-5:00pm  
Tuesday 9:30am-11am  
Thursday 12:30pm-2pm  
*Phone conferences are available by appointment*

**Class Meetings:**

Classroom Location  
Clayton Hall RM 220

Class Times  
Mondays 12:45pm-2pm

**Course Text Requirements:**

1. *Writing for Psychology (4<sup>th</sup> Ed.)* by Mitchell, Jolley, & O'Shea (2009);
2. *Ethics in Plain English (2<sup>nd</sup> Ed.)* by Nagy (2005);
3. *Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.)* by APA (2010) (Paperback or Spiral Bound version, or 2<sup>nd</sup> printing or later of the Hardback version.)

Students are encouraged to use [PriceLoch.com](http://PriceLoch.com) to comparison shop for textbooks.

**Course Description and Goals**

This course will address the major ethical and professional issues related to the practice of psychology and human services-related disciplines. Students will become familiar with the various ethics codes, with a particularly emphasis on the American Psychological Association's Ethics Code. Students will develop the ability to apply these codes to a variety of specific problem situations. Students will also learn how to write professionally for psychology-related disciplines, including appropriate use of American Psychological Association style.

**Course Prerequisites and Co-requisites:**

- PSYC 1101, Introduction to General Psychology

**Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

**Software Requirement:**

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

### **Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser
- ADOBE Reader: Each student will need to have Adobe on his/her laptop in order to view course documents posted on the web.

### **Program Learning Outcomes**

#### General Education Outcomes:

The following link provides the Clayton State University Core Curriculum outcomes (see Area E):

[http://www.clayton.edu/Portals/5/core\\_curriculum\\_outcomes\\_clayton.pdf](http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf)

#### Learning Outcomes for Dept. of Psychology:

1. Apply the major concepts, findings, and theoretical perspectives of psychology.
2. Evaluate research critically and apply research methodologies used in psychology.
3. Demonstrate effective, professional oral and written communication skills both individually and with groups.
4. Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.
5. Apply the ethical standards set forth by the American Psychological Association.
6. Demonstrate knowledge of individual and cultural differences and their influences on beliefs, values, and interactions with others.
7. Interact effectively with people of diverse abilities, backgrounds, and cultural perspectives.

#### Course Learning Outcomes:

By the end of this course, students should be able to:

- Demonstrate the ability to consistently distinguish between values, morals, and ethics
- Critically assess the content and application of the APA Ethical Code.
- Apply the ethical standards set forth by the American Psychological Association (APA)
- Utilize the Ethical Code when making decisions about dilemmas experienced by psychologists.
- Understand and apply the skills necessary for successful research and writing in psychology

### **Major Student Activities:**

- Demonstrating knowledge of the reading requirements
- Answering and asking questions during class (class participation)
- Engage in web-based learning activities
- Attending to lectures (from professors or guests)
- Completing assignments and projects
- Taking notes during class

- Communicating with professor as required
- Demonstrating respect for perspectives shared in class
- Attending class regularly and promptly

### **In-class Use of Student Notebook Computers:**

Each student is required to have a laptop computer for the completion of course activities. However, student notebook computers are NOT allowed during course instruction and discussion, unless (1) the professor has instructed students to bring laptops to class for a special course activity or (2) special permission has been granted to individual students. Requests for such permission should be submitted to the course professor via email. In such cases, if there is any reason to think that the permission is being abused, the instructor reserves the right to discontinue the computer use.

### **Information about Hybrid Courses**

- Students who decide to participate in a “hybrid” class are opting to take responsibility for a significant portion of the learning outside of class.
- This course is not a traditional lecture-formatted class.
- This class meets once a week. However, that does not mean that we get half the week "off". You will be required to complete activities outside of class to prepare for our in-class activities. Plan to dedicate at least 5 hours of time to this course outside of the class meetings.
- Class meetings will include a condensed lecture of the topic/chapters referenced in the class schedule.
- There will be a large amount of content, thus the more you prepare prior to class the better you will be able to contribute in class, understand the concepts presented, and ultimately learn the material.

### **Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement. You can gain access to Desire2Learn, by signing on to the SWAN portal. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP.

You are responsible for any information that is on the class site on Desire2Learn. Students should read all information presented in the D2L course site and should periodically check for updates—at least every 48 hours. PLEASE note that D2L will be used for all course quizzes and exams (aside from the final exam). As a result, especially for the initial quizzes, give yourself adequate time to complete these activities and allow for unexpected technical difficulties (e.g., internet failure, D2L maintenance, etc. ). Plan for unexpected complications and allow time for contacting the HUB to address challenges as necessary.

### **Course Communication:**

All students will be placed on a listserv used to disseminate information to the class or share updated for which more information will be available via D2. You will not have access to the listserv without using your campus account. E-mail will be used extensively during the semester for both instructional and communication purposes. Please check your CSU email account regularly - at least once every other day – to be current on all course updates. You are responsible for information shared via email.

**Please send all email correspondence to [cgrange@clayton.edu](mailto:cgrange@clayton.edu) – not the Desire2Learn’s internal e-mail system. Messages sent to the D2L email will not receive a response.**

In order to receive responses to your email please include the following information:  
Email Title: Course-Issue (e.g., Abnormal Psychology-Ch 2 Quiz). Students should receive feedback to emails within 48 hours. HOWEVER, if you do not, please be sure to follow-up and, to assist with the communication effort, include the original email.

Email Content:

1. Student first and last name
2. Course name (meeting date/time)
3. Assignment of interest (if applicable)
4. Detailed concerns about issue of interest
5. Related emails as applicable (e.g., if student is suggesting that there was a previous attempt to contact the professor)

### **Course Activity Requirement:**

#### Exams

Two exams will be given during this course. The final exam is not cumulative.

Exam 1 will be conducted ONLINE through D2L. It will be TIMED and you will have ONE attempt to complete the exam. The final exam will occur in class.

Students are responsible for the technology needed to complete this activity. As a result, be sure that you have appropriate access to the technology and more than enough time to complete the task (anticipating any technology difficulties).

The tests will cover both material in the reading and material covered in class that is not in your reading. Therefore, it is very important that you be in class to gain access to this information. If you must miss class, please be sure to get the notes from a classmate. Tests may include multiple choice, true/false, short answer, and short essay questions. In the case of a missed test, a make-up test will be given only in the case of extreme circumstances, such as car accidents, death in the family, severe illness, etc. **You must contact me via email prior to the start of the test** to let me know that such a circumstance has occurred, and **you must provide an electronic copy (via email) of acceptable (subject to the instructor’s approval) documentation** supporting the reason for your absence; otherwise, you will not be allowed to make up the test and will be assigned a zero.

#### Course Weekly Activities

These activities are designed to help students to engage with course activities and reflect on material covered in each module.

The 5-10 item quizzes, administered via D2L, are TIMED. Once you open it you will have 20-30 minutes to complete it. You are STRONGLY advised to read related course content BEFORE starting the quizzes or responding to any other on-line activities. The course text can be used to complete the on-line activity, but consultation with other human resources (peers, parents, professors, co-workers etc.) is not permitted.

Examples of weekly activities (aside from quizzes) are provided below. Some of these will be in-class and others will be out of class.

- On-line Chats
- Reading Quiz
- Dropbox Submissions
- Course Discussions

Course Discussions: See the Guide for Responding to Discussions document at the end of this syllabus for details how to ensure you receive full credit for on-line discussion activities.

Important Note: In *some* cases, there will not be a “right or wrong” answer involved in the written assignments. Instead you will be graded on several components, including: the thoroughness of your discussion, insight, and critical thinking apparent in your answer, and the quality of your written communication.

**Weekly modules open at 10am on Tuesdays and close at 10pm on Sundays.  
Weekly assignments that are submitted late will not be graded.**

### Course Paper

At the end of the semester (due VIA DROPBOX), you will complete a 4.5-5 pg., double-spaced paper.

In this paper student will apply ethical reasoning to some issue or activity in psychology. This will be considered a conceptual research paper. It will not require data collection as an empirical research paper would. The Paper Guide is available via D2L. *A project submitted past the due date/time will receive a 25 point deduction for EACH 24 hour period it is late.* This courtesy is only permitted for this course paper assignment.

The following library guide has been developed to support the research that you will complete for this course project: <http://clayton.libguides.com/psyc3300>. Additional information about this paper is available via D2L.

Two additional assignments will support efforts to write the course paper. These include the annotated bibliography and the paper outline. Details about these assignments are in D2L.

### Attendance

#### *University Attendance Policy*

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

#### *Course Attendance Policy:*

- ❖ Absences: You are given 3 absences to use as needed in this class. The instructor will not make a distinction between excused and unexcused absences. Doctor's appointments etc. should be scheduled during non-class hours.
- ❖ Attendance will influence your grade. Regular attendance is strongly encouraged as test questions are created in large part from class notes and regular activities; therefore class attendance strongly influences course grades.

- ❖ Tardiness: If class has begun when you arrive, please enter the room quietly. In regards to tests, if you are more than 10 MINUTES late for a test you will be considered absent and administration of the test will be at the faculty member's discretion.
- ❖ Leaving class prior to dismissal is **STRONGLY** discouraged and may count towards an unexcused absence.

Grading

Your final grade in this class will be determined based on the following components.

<b>Grade Items</b>	<b>Weight</b>
Two Course Exams (each worth 15%)	30%
Weekly Course Activities	20%
Research Paper Annotated Bibliography	10%
Outline of Research Paper	10%
Final Research Paper	20%
Attendance	10%
Total	100%

**University Grading Scale:**

<b>A</b>	90 - 100%
<b>B</b>	80 - 89%
<b>C</b>	70 - 79%
<b>D</b>	60 - 69%
<b>F</b>	below 60%

**Grades:**

Assignment, quiz and exam grades will be posted in D2L. Students are responsible for keeping track of their own class averages during the course of the semester.

**Mid-term Progress Report:**

The mid-term grade in this course, which will be issued by September 28, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 7. [Instructions for withdrawing are provided at this link.](#)

**The last day to withdraw without academic accountability is Friday, October 7, 2016.**

Instructions for withdrawing are provided at this link:

<http://www.clayton.edu/registrar/withdrawal>

The last day to withdraw without academic accountability is published in the academic calendar at: <http://www.clayton.edu/calendar>.

**Course Schedule:**

Week	Dates	Topic(s)	
1	8/15	Introduction to Class APA's General Principles ( <a href="http://www.apa.org/ethics/code/index.aspx?item=3">http://www.apa.org/ethics/code/index.aspx?item=3</a> )	Syllabus quiz: 8/21
2	8/22	Text Introduction and Chapter 1: Resolving Ethical Issues (in <i>Ethics in Plain English</i> )	D2L Ethics Quiz: 8/21
3	8/29	Chapter 2: Competence (in <i>Ethics in Plain English</i> )	D2L Ethics Quiz: 8/28
September 5, 2016 – Labor Day Holiday			
4	9/12	Chapter 3: Human Relations (in <i>Ethics in Plain English</i> )	D2L Quiz: 9/11
5	9/19	Chapter 4: Privacy & Confidentiality (in <i>Ethics in Plain English</i> )	Tarasoff Case Assignment: Due 9/25 <sup>1</sup>
6	9/26	Career Development Presentation	Ms. Roslyn Brown Career Services
Exam 1 (Text Introduction, Chapters 1, 2, 4) Exam opens via D2L on Friday 9/30/16 at 10am. Exam closes Sunday 10/2/16 at 10pm.			
7	10/3	Introduction to Finding Good Research References <b>ROOM LOCATION: Library class 200</b>	Apply these lessons!
October 7, 2016 – Last Day to withdraw without academic accountability October 10-11, 2016 – Fall Break			
8	9/26	Chapter 7: Education & Training (in <i>Ethics in Plain English</i> )	D2L Discussion: 9/25
9	10/17	Chapter 8: Research & Publication (in <i>Ethics in Plain English</i> )	Annotated Bibliography: 10/16

<sup>1</sup> Note that this assignment will be due AFTER we discuss chapter 4 in class. This is a change from the standard process used to submit other weekly assignments.

10	10/24	Chapter 9: Assessment (in <i>Ethics in Plain English</i> ) <i>Research Paper Annotated Bibliography Due by 10pm</i>	D2L Ethics Quiz: 10/23
11	10/31	Chapter 10: Therapy (in <i>Ethics in Plain English</i> )	D2L Discussion: 10/30
12	11/07	Chapter 1: What Every Student Should Know . . . Chapter 2: Writing Term Papers (in <i>Writing for Psychology</i> )	Paper Outline: 11/6
13	11/14	Chapter 4: Finding, Reading, Citing, & Referencing Sources (in <i>Writing for Psychology</i> )	D2L Writing Quiz: 11/20
14	11/21	Chapter 6: Writing the Wrongs (in <i>Writing for Psychology</i> ) Chapter 7: Preparing the Final Draft (in <i>Writing for Psychology</i> )	Happy Writing!
15	11/28	Meetings with groups to address to support final stages of the writing process	Happy Writing!
16	12/5	Course Review and Exam Preparation	Research Paper: 12/4
Final Exam: Thursday, 12/12/16 10:15am-12:15pm			

### General Information

- ❖ Cell phones and other electronic devices can be distractions from learning and instruction. This course meets once a week for a brief period. As a result, your undivided attention is required unless otherwise indicated. As a result, please adhere to the following policies.
  - It is VERY tempting to text during class lectures. However, doing so is NOT permissible. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.
  - Please turn off cell phones or put them on silent. Do not take calls during the class time. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.
- ❖ CSU campus policies prohibit class attendance by adults or children who are not registered for the class. Therefore, children **are not allowed** to attend classes with you, for any reason.
- ❖ E-mail: Expect an email response within 48 hours from the time you send it. If you have a more urgent issue, please use the phone number listed at the top of the syllabus.

### Basic Student Responsibilities and Student Handbook:

Each Clayton State University student must abide by the rules and regulations pertaining to student conduct as indicated in the Student Handbook and the University Catalog. It is the responsibility of the student to obtain these documents and become familiar with this information.



## **Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at <http://adminservices.clayton.edu/judicial/>.

## **Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn from class and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

<http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

## **STUDENT RESOURCES**

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu) Academic and other Support Services Available at CSU:

1. Center for Academic Success website - <http://www.clayton.edu/cas/>
2. The Writers Studio website - <http://www.clayton.edu/arts-sciences/english/writersstudio>
3. Counseling and Psychological Services - [www.clayton.edu/counseling](http://www.clayton.edu/counseling)

**Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details:**

<http://www.clayton.edu/operation-study>

Message from the Center for Academic Success:

Throughout the fall, spring, and summer semesters, the Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. We are located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Come see us if you need help, come BE a tutor if you don't. Don't wait until it's too late. At the CAS, your academic success is right around the corner! For more information you can e-mail us! [thecas@clayton.edu](mailto:thecas@clayton.edu).

## Guidelines for Responding to Discussion Posts

### Responding to the Initial Post

One goal of the on-line discussions is to allow for the instructor to understand how students are experiencing course material, before they experience the thoughts/ideas of their peers. As a result, before students can respond to posts from others in the class, they must start their own thread (in response to what is posted from the instructor). **Individual threads must be posted 24 hours PRIOR to the closing of the specified discussion forum.** This stipulation allows at least 24 hours for other classmates to respond and for healthy class dialogue to occur.

- Full credit (50% of the grade for the activity) for this portion of the assignment will be awarded to posts that:
  - Clearly respond to the questions presented by the instructor.
  - Are well written (Standard English, no typos).
  - Suggest that the author of the response is critically thinking about related topics (e.g., extending the conversation, avoiding writing down verbatim definitions).
  - Are posted 24 hours PRIOR to the closing of the specified discussion board (*posting WITHIN 24 hours of the board's closing yields an automatic 20 point deduction*).

### Responding to Classmates' Posts

The posted discussions are intended to be interactive. As a result, students should be prepared to review the ORIGINAL posts in response to the discussion prompt as presented by other students in the class. Responses to their post about your original point will not receive credit. This will likely require that students revisit the D2L discussion board periodically before the discussion is closed to review threads posted by peers and provide thoughtful feedback.

- Full credit (50% of the grade for the activity) for these responses will be awarded to students who:
  - Respond to at least two of their peers' posts.
  - Address concepts presented in the original post directly.
  - Present NEW information that was not reflected in the original post.
  - Are respectful in communicating ideas and in responding to posts from other students.