American University of Central Asia

Department of Psychology

**Ethics and Diversity in Psychology**

**Spring 2023**

**Course Syllabus**

Course codes & ID: PSY 419 (5768); PSY 527 (4938)

Course status: Elective

Pre-requisites: none

Credits: 6

Class meeting times: Tuesdays, 17:00-18:15 & 18:25-19:40

Venue: room 303

**Course instructor:**

Dr. Mohira Suyarkulova, Associate Professor, Psychology [suyarkulova\_m@auca.kg](mailto:suyarkulova_m@auca.kg)

Office hours: Tuesdays 11:00-13:00 or by appointment, room 315

**Course description:**

Why do psychologists follow a code of ethics? How did the understanding of the necessity for enforcing ethical behavior in the profession historically arise? How does one become an ethical professional in the field of psychology? This course uses the ‘acculturation model’ for ethics training (Handelsman, Gottlieb, & Knapp, 2005) as the framework for student learning. Ethical reasoning, decision-making and practice in psychology within this approach are viewed as learned skills and behaviors, with a focus on dynamic ‘becoming’ rather than static ‘being’. In this course students will not only become familiar with the ethical standards in the field of psychology through the study of the Ethics codes of the American Psychological Association (APA) as well as the Ethics Code of the Psychologists of Kyrgyzstan, but also will reflect on their own positions regarding ethics through writing of an ethics autobiography as well as in-class discussions of multiple case studies. The course is divided into two main blocks - ethics in psychological research and ethics in psychological practice. In the first part of the course we will investigate instances of informed consent, abuse, deception, fabrication and conflict of interests in research in the field of psychology. The second block will be dedicated to the discussions of ethical dilemmas in psychotherapeutic practice such as the issues of setting boundaries, dealing with diversity, disclosure and confidentiality and risk management.

**Course learning objectives and outcomes:**

After completing this course the students will

* Become more sensitive to ethical issues;
* Develop ethical reasoning skills;
* Have the responsibility and strength to act ethically in both research and therapeutic practice;
* Be able to tolerate ethical ambiguity;
* Think critically about their profession’s codes and rules rather than simply accepting them.

**Course structure:**

This course is designed as a series of interactive sessions in which each class builds upon in-class activities, reflections on readings and assignments. While there will be some material which will be delivered in the form of overview lectures, students will participate in various forms of active learning during classes. Classes will have time set aside for working on assignments.

**Reading materials:**

We will not have any textbooks for this course. Instead, each week you will be provided with reading materials which will include book chapters, research articles and also popular sources and visual materials. The materials are available through the course’s [Google drive folder](https://drive.google.com/drive/folders/1pZfYNDfqVSZwv21865MOgeVhk-vdG0ez?usp=sharing) with clickable links to all required readings provided in this syllabus. It is essential that you do the readings before the class and prepare for the class discussions with questions or written reflections on topics which will be announced in class.

**Some useful texts and resources:**

* Allan, A. & A. Love, eds. [Ethical Practice in Psychology: Reflections from the creators of the APS Code of Ethics](https://drive.google.com/file/d/1juipOPJdziXCRucCTLsxtNo-1tCJD8OJ/view?usp=share_link). Wiley-Blackwell, 2010;
* Koocher, G. & P. Keith-Speigel, [Ethics in Psychology and Mental Health Professions: Standards and Cases](https://drive.google.com/file/d/1BKbu5MBonbEqiuEUuVNeW0S52eye2-C8/view?usp=share_link). 4th edition. Oxford University Press, 2016;
* D. Wing Sue & D. Sue, [Counseling the Culturally Diverse: Theory and Practice](https://drive.google.com/file/d/1u8MDW4eUAIVkGodUcNCspRgSDppPXnpb/view?usp=share_link). 7th edition. Wiley, 2015;
* [Ethical Principles of Psychologists and Code of Conduct](https://www.apa.org/ethics/code). Including 2010 and 2016 Amendments. American Psychological Association, 2017;
* [Этический кодекс психологов Кыргызстана](https://drive.google.com/file/d/1xcQ5SRb4KPVm9Ri5a7GtWH4xlRwAf8rv/view?usp=share_link). Документ разработан психологическим сообществом Кыргызстана. 2013

**Course schedule**:

| **Week #/ Date** | **Topic** | **Assigned readings and work due** |
| --- | --- | --- |
| W1/ Jan 17 | Introduction: What is ethics? Why do psychologists think about ethics? | Read the syllabus  ‘Bunker’ game |
| W 2/ Jan 24 | An acculturation model of ethics training | Read Koocher & Keith-Spiegel (2016) Ch 1. [On Being Ethical](https://drive.google.com/file/d/1BKbu5MBonbEqiuEUuVNeW0S52eye2-C8/view?usp=share_link)  Students write a 300-word statement on their [ethics autobiography](https://drive.google.com/file/d/1-q7KOaVQE4PvK0ZycejBqDKgQaCHPPvu/view?usp=share_link) & submit by January 27 |
| W 3/ Jan 31 | Scandals in psychology: academia | Read 1) Price (2010) [Sins against science](https://www.apa.org/monitor/2010/07-08/misconduct) & 2) Le Texier (2019)  [Debunking the Stanford Prison Experiment](https://drive.google.com/file/d/1hRl68JwGRlnwiYMqPRe2tWi5u8F5Ia-X/view?usp=share_link) |
| W 4/ Feb 7 | Scandals in psychology: practice | Read 1) Rosenhan (1973) [On Being Sane in Insane Places](https://drive.google.com/file/d/1eq36Ktzl1DJd1glVepMi0lYV7UPGY_TO/view?usp=sharing) & 2) Rush (1996) [The Freudian Coverup](https://drive.google.com/file/d/1Aka0tWKagm_gPvIjUW3uokEaopTVNMT0/view?usp=share_link)  Extended version of ethical autobiography due on February 10 |
| W 5/ Feb 14 | Doing research and publishing ethically | Read Koocher & Keith Spiegel, [Chapters 14 & 16](https://drive.google.com/file/d/1BKbu5MBonbEqiuEUuVNeW0S52eye2-C8/view?usp=share_link)  Case studies discussion |
| W 6/ Feb 21 | Ethics in psychotherapy | Read Koocher & Keith Spiegel, [Chapters](https://drive.google.com/file/d/1BKbu5MBonbEqiuEUuVNeW0S52eye2-C8/view?usp=share_link) 3 & 4  Case studies discussion |
| W 7/ Feb 28 | Working with human diversity | Read 1)Koocher & Keith Spiegel, [Chapter](https://drive.google.com/file/d/1BKbu5MBonbEqiuEUuVNeW0S52eye2-C8/view?usp=share_link)5 & 2) Sue & Sue 2015, [Chapters 1 & 2](https://drive.google.com/file/d/1u8MDW4eUAIVkGodUcNCspRgSDppPXnpb/view?usp=share_link)  Case studies discussion |
| W 8/ Mar 7 | Attraction, romance & sexual intimacies | Read Koocher & Keith Spiegel, [Chapter 9](https://drive.google.com/file/d/1BKbu5MBonbEqiuEUuVNeW0S52eye2-C8/view?usp=share_link)  Case studies discussion |
| W 9/ Mar 14 | Guest lecture - Mariya Levitanus on working with LGBTQ+ clients | Read Levitanus (2022) [The role of Uyat or the culture of shame in regulating queer subjectivities in Kazakhstan](https://drive.google.com/file/d/167wFOQ6SPF2oUW5s_3CFDM_LhdCQjMF0/view?usp=share_link)  Post your questions to the lecturer [here](https://docs.google.com/document/d/1Y9fv1dAYHdm2upIAC53olaMyakAjLRRckhvqshasP2M/edit) |
| W10/Mar 20-25 - Spring Break - no classes | | |
| W11/Mar 28 | Reading and writing week | Students work on their assignments |
| W12/ Apr 4 | Guest lecture - Asel Akmatova on feminist counseling and working in a crisis center | Read Kim (2021) institutional [ethnography of women’s crisis center’s anti-violence work](https://drive.google.com/file/d/1beWNV7QlfGigKXMjfO83Qg3lazckaDEQ/view?usp=sharing)  Post your questions to the lecturer [here](https://docs.google.com/document/d/1Y9fv1dAYHdm2upIAC53olaMyakAjLRRckhvqshasP2M/edit) |
| W 13/Apr 11 | Consent, privacy and confidentiality | Read Allan & Love (2010) [Chapter 7](https://drive.google.com/file/d/1juipOPJdziXCRucCTLsxtNo-1tCJD8OJ/view?usp=share_link)  Case studies discussion |
| W14/Apr 18 | Boundaries and multiple relationships | Read Allan & Love (2010) [Chapter](https://drive.google.com/file/d/1juipOPJdziXCRucCTLsxtNo-1tCJD8OJ/view?usp=share_link) 11  Case studies discussion  Guest lectures reports due April 21 |
| W15/ Apr 25 | No class meeting/Independent work | Case analysis papers due April 28 |
| W16/May 2 | Student symposium | Student presentations of papers |
| W17/May 9 | Victory Day- no classes | May 13 - Last day of classes |

**Assignments:**

1. **Attendance and participation.** Attendance of all classes is essential for your learning success in this course. Your attendance and participation score is dependent on how consistently you attend classes, how frequently you participate in class discussions, and the quality of your contributions. This will also include various in- and out-of-class learning activities and small writing assignments that will be graded pass/no pass.
2. **An ethics autobiography** (300-words, then extended into a 1000-word reflection). During the early weeks of the semester students will write first a short and then an extended version of an ethics autobiography (Bashe, Anderson, Handelsman and Kelvansky 2007). In this assignment students reflect on their personal ethics of origin, their ethnic and religious background, their gender and other relevant identities, as well as what they have already learned about psychology ethics. Here students are encouraged to consider specifically how their own personal values, backgrounds and traditions may interact or conflict with professional ethics principles and rules in psychology. For instance, consider the following questions:

* What is your idea of right and wrong *personal* behavior, and where does this conception come from? What did you learn from your family of origin about right and wrong? What do you recall were the messages about ethnic or cultural groups different from yourself and how they see right and wrong?
* What is your idea of right and wrong *professional* behavior, and where does this conception come from? What formative experiences account for how you live your life? What experiences have you had in the field, and what ethical dilemmas have you already encountered?
* What professional ethics in the field are most compatible with your own personal ethics, and which professional ethics are least compatible? What aspects of this professional strike you as being ‘not intuitive’?
* What are your top three values, and where do they come from? What are three personal needs that you think match well with the profession? What are three personal needs that might conflict with the profession? What morals are most important to you and where do they come from? How do these align or conflict with the ethics code and professional standards? How might the alignment or conflict influence your work with clients or research you conduct?

The 300-word statement is due on January 27, the extended 1000-word version of the ethics autobiography is due on February 10 in the course Google drive folder.

1. **Case study analysis and presentations.** Starting from week 5 of the semester we will engage in in-class discussions of case studies of ethical dilemmas based on real-life conundrums faced by psychology researchers, therapists and other mental health professionals. Each student will select one case study either from a list of case studies provided by the instructor or one drawn from their own practical experience and write an ethical analysis paper citing at least three sources from this course and three additional sources. The papers should be between 2,000 and 2,500 words in length, properly formatted, free from plagiarism, with APA style citations and references, including a bibliography on the last page. In the paper, after the detailed description of the case, you should consider the following questions:

* What are the main issues in the case? What ethical issues are of concern in the case?
* Are there particular breaches of ethical principles? What are they?
* What can the researcher/therapist/mental health professional/supervisor do, if anything, to resolve the ethical problems presented in this case?
* What could have been done to prevent the ethical problem from occurring in the first place?

The papers are due on April 28 in the Google drive folder

1. **Guest lecture preparation and reports**. There will be two invited guest lectures from scholars and practitioners of psychology, both in person and online. In preparation and after the lectures students are asked to 1) read a paper either authored by the author or related to their lecture (as indicated in the course schedule in the syllabus), 2) prepare a discussion question for the guest and post them in our [common Google doc](https://docs.google.com/document/d/1Y9fv1dAYHdm2upIAC53olaMyakAjLRRckhvqshasP2M/edit) (identifying themselves) prior to the lecture. Your question  should engage with the social processes the text examines, the concepts used to analyze them, and the language it uses to represent them. Ideally, your contribution should not simply pose a question, but provide some context. Do your best to explain how you arrived at your question, as appropriate by referring to a specific passage from the text. In the end, your discussion question should be composed of a few sentences or a short paragraph. 3) After the lecture and the following discussion, please submit a 250- to 300-word (1-page) response to the lecture. Your response can be a PDF, Word document, or Google Doc. These are due by April 21. Please submit the files in the course Google drive folder

Here are a few questions to consider. (NOTE: your response definitely does not need to address all of them.)

* What are a few points and themes from the lecture and/or discussion that you found interesting, important, or surprising? Why was that the case?
* How did the lecture and/or discussion complement, or perhaps challenge, one or more of our readings thus far? How did it/they do so?
* What question or questions did the lecture and/or discussion raise for you (but not necessarily answer)? Just as you did with your discussion question, be sure to include some context that explains how you arrived at your question(s).

**Assessment structure:**

1. Attendance and participation - 20%
2. Ethics autobiography 300-word statement - 10%; 1000-word version - 15%
3. Guest lecture preparation and report - 15%
4. Case study analysis and presentation - 40%

**Honor Code:**

All work submitted must be free of plagiarism and meet the standards outlined in the AUCA Honour Code. Students are responsible for informing themselves regarding the rules of academic honesty and integrity. Plagiarism will not be tolerated and will result in an F for the assignment and possible suspension from the university.

Students are expected to show a respectful and collegial attitude towards the faculty and fellow students, be punctual and submit all assignments according to deadlines stated in this syllabus or otherwise announced by the instructor.

**Grading system:**

| **Grade** | **Percentage Score Range** |
| --- | --- |
| A | 95-100 |
| A- | 90-94 |
| B+ | 85-89 |
| B | 80-84 |
| B- | 75-79 |
| C+ | 70-74 |
| C | 65-69 |
| C- | 60-64 |
| D | 55-59 |
| D- | 50-54 |
| F | 0-49 |
| I | Case-by-case decision; Incomplete grade is usually assigned because of health issues |
| W | Student may request Withdrawal grade from the course grade to avoid failure or low grade |
| X | X grade specifically denotes non-attendance;  X grade cannot be requested by students and is only given at the discretion of a faculty member; |

**Resources to Support Student Learning:**

• Library Help, eReserves and research tools: <https://library.auca.kg/>

• Writing Center: <https://warc.auca.kg/>

• Academic Advising Office: <https://auca.kg/en/academic_advising/>

• Psychological Counseling Services: <https://auca.kg/en/psycons/>

• AUCA Student Code of Conduct <https://auca.kg/uploads/Students_life/Docs/Code%20of%20Students%202019.pdf>

• AUCA Bylaws of the Academic Appeals Committee <https://auca.kg/uploads/Faculty%20Senate/Academic%20Appeals%20Committee%20Bylaws.pdf>

Accommodation policy (for students with special educational needs)

<https://auca.kg/en/p5732652484/>