

**PG 601**  
**Ethics and Problems of Professional and Scientific Psychology**  
**Syllabus**  
**### Term 20##**

**Course:** PG 601 Ethics and Problems of Professional and Scientific Psychology  
(One credit hour).

**Prerequisites:** Graduate standing in Psychology or permission of instructor.

**Meeting Times:** #####

**Location:** #####

**Instructor:** Christopher Newland, Ph.D.  
844-6479      newlamc@mail.auburn.edu  
Thach 110

**Office Hours:** #####

**Text:**

- Macrina, F.L. *Scientific Integrity: An Introductory Text with Cases*. Washington, D.C.: American Society for Microbiology.
- Ethical Principles of Psychologists and Code of Conduct. (You may obtain a free copy of this by calling the APA at 202
- On Being a Scientist: Responsible Conduct in Research. 2nd edition.
- Reprints available from a copy shop (American Speedy Print at University and Glenn).

In this course we review materials pertinent to the ethics surrounding the science and practice of psychology. The ethics pertaining to teaching are covered in the *Teaching of Psychology* course. The course is divided into three sections. In one section we examine the social context in which research is conducted: authorship, mentoring, the peer-review process, and how the scientific community deals with misconduct. During another section we examine issues pertinent to the collection of data. Behavioral research must be conducted with behaving organisms and these usually involve human or nonhuman vertebrates. Each group is protected by legal, ethical, and moral codes and we will examine some representative situations to which they apply. In a third section we examine issues pertinent to the application of psychology. I will invite clinical applied behavior analysts to help out with this section. The guests will recommend readings and lead discussions.

My goals are to raise issues common to all class members as consumers, producers, and appliers of research and to provide the resources required to address these issues in an ethically informed manner. No course can cover all circumstances that you are likely to encounter, but a successful course can frame ethical issues, separate them from other domains (legal or moral for example), provide information about how to think about an ethical dilemma and where to look

for guidance. I also hope to provide some background so that the guidelines under which we work do not seem arbitrary: usually they are not.

This course will be the only forum in which you will encounter some of the topics to be discussed but will only be the beginning for others. I have attempted to make the coverage sufficiently general that it will be useful for either situation. For example, a minority of the students in this class will conduct research with animals but, as psychologists, all will use research that has been conducted with animals. Accordingly, we will describe how research with nonhuman species is conducted, the value of this research, what the consequences would be of eliminating such research, and the legal, moral, and ethical issues that have been raised, and confused, in this domain. These are topics that all psychologists should be familiar with. The particulars of federal legislation or the filling out of IACUC (Institutional Animal Care And Use Committee) forms will be left to the mentors of students who must fill out such forms. Similarly, only some of the class members need to know about issues related to applied psychology or clinical practice but as psychologists you should know some of the larger considerations surrounding service-delivery and application. We will cover important areas pertaining to the delivery of services and the ethical treatment of clients and colleagues, but there is much that will be omitted. Those of you who foresee a career in applied or clinical psychology will have opportunities through vertical teams, behavior analysis supervision, and courses such as *Introduction to Clinical Methods* to address situations as they arise.

**Course Structure and Evaluation.** The class will be divided into three groups and each group will be responsible for managing the coverage of a topic as we go through them. What this entails will vary depending on the particular topics, but some general expectations are that the group will provide background on the topic, describe relevant ethical or other principles, bring other materials to supplement the discussion, select representative case studies, be prepared to lead the discussion of the case studies in class, specify what principles apply to the case studies, and distribute to class members and to me your written resolution of the case studies. The written resolution should be prepared before class, but you may wish to add handwritten comments or modifications that emerge from the class discussion after it takes place. Many of the group responsibilities involve oral presentation of materials and case studies: I expect this responsibility to be passed around among group members. However, I do not expect each group member to be part of each oral presentation. On your summary statement you should specify who was responsible for each component of the presentation.

Your grade will be based on attendance, class participation (quantity and quality), and the performance of your group, including presentations, summary statements, attendance, and class participation. That group will summarize the discussion of peer-review from the book, various guidelines, other supplementary sources, and will select case studies for the class to discuss.

Topical assignments are as follows:

<u>Group I.</u>	<u>Group II</u>	<u>Group III</u>
Mentoring	Authorship	Peer Review
Defining misconduct, its influence in the literature.	Breuning	Needleman
Human experimentation	Human experimentation	Animal Experimentation

Note that two groups have been assigned to cover the topics surrounding human experimentation. These two groups need to coordinate coverage of the many topics that should be covered: The Helsinki Declaration (as background), informed consent; deception; special populations; risk/benefit; coercion; protection from discomfort, harm, or injury; confidentiality; debriefing.

We will have several guest presenters. Some will present lectures, some may lead discussions and some may come with case studies. We will extend the courtesy to the guests of permitting them to manage their material as they feel is most appropriate.

**Academic Honesty.** Cheating is theft and a betrayal of the good-faith required for higher education to function. Cheating will not be tolerated. The policies established in the Tiger Cub will serve as guidelines for dealing with dishonesty, misconduct, or plagiarism.

**Schedule:** The schedule is on the next page.

### Some Useful Definitions<sup>1</sup>:

*Ethics.* 1.a. A set of principles of right conduct. b. A theory or a system of moral values. 3. The rules or standards governing the conduct of a person or the members of a profession. [< Gk *ēthos*, character]

*Ethical.* 1.a. Of, or relating to, or dealing with ethics. Being in accordance with the accepted principles that govern the conduct of a profession.

*Moral.* 1. Of or concerned with the judgement of the goodness or badness of human action and character; ethical. 3. Conforming to standards of what is right or just in behavior; virtuous. 4. Arising from conscience or the sense of right or wrong. [< Latin *mōs*, *mōr*, custom]

*Legal.* 1. Of, relating to, or concerned with law. 2.a. Authorized by or based on law. b. Established by law; statutory. 3. In conformity with or permitted by law. < Latin *lēgālis*. Law.

Syns: *moral, ethical, virtuous, righteous*. These adjectives mean in accord with right or good conduct.

*Moral* applies to personal character and behavior, especially sexual conduct. "*patience, that blending of moral courage with physical timidity*" (Thomas Hardy)

*Ethical*, stresses idealistic standards of right or wrong. "*Ours is a world of nuclear giants and ethical infants*" (Omar N. Bradley).

*Virtuous* implies moral excellence and loftiness of character. "*The life of the nation is secure only while the nation is honest, truthful, and virtuous*" (Frederick Douglass)

*Righteous*, emphasizes moral upright; when it is applied to actions, reactions or impulses it often implies justifiable outrage. "*He was ... stirred by righteous wrath*" (John Galsworthy)

<sup>1</sup>These definitions come from *The American Heritage College Dictionary*. 3rd Edition, Boston: Houghton Mifflin. 1993.

### ***Schedule of Activities***

<b>Week</b>	<b>Topic</b>	<b>Readings</b>
<b><i>I. The Social Conduct of Science</i></b>		
1	General introduction and organization. Practice with case presentations.	NAS (1995)
2	Mentoring	APA Ethics Code Macrina, Chapter 2,4. Guston
3	Authorship.	
4	Peer-review	
5	Research fraud.	The Breuning Case
6	Allegations of fraud.	The Needleman-Ernhart-Scarr case
7	Scientific Misconduct.	Macrina, Chapter 1, NAS (1995)
8	Allegations of misconduct: The Sobell case.	Marlatt, 1983, Pendery et al., 1982
<b><i>III. The Protection of Subjects and Participants</i></b>		
9	Research with Human Subjects: Background.	Macrina, Chapter 6. Helsinki Declaration, in Macrina. APA Ethical Principles.
10	Human subjects: case studies.	Macrina, Chapter 6.
11	Human subjects at Auburn.	A.U. IRB Guide for Investigators.
12	Research with nonhuman subjects.	Herzog (1988), Miller, 1985 Coile and Miller (1984) Freeny (1987)
13	Research with nonhuman subjects	Macrina, Chapter 5 Case studies.
<b><i>II. Practice and Service Delivery</i></b>		
14	Testing and assessment. Guest: Shapiro	APA ethics, case studies.
15	Licensing and Competence	APA ethics, Case studies, State code.

## ***Supplementary Materials***

### ***Research Practice and Malpractice: General Issues and Guidelines***

- Canter, M.B, Bennett, B.E., Jones, S.E., Nagy, T.F. (1994) Ethics for Psychologists: A commentary on the APA Ethics Code. Washington, DC: American Psychological Association.
- Chubin, D.E. (1985) Research malpractice. *BioScience*, **35** 80-89
- Miller, D.J., Hersen, M. (1992) Misconduct and fraud in the empirical sciences: history and overview. In D. J. Miller, M. Hersen (Eds) *Research Fraud in the Behavioral and Biomedical Sciences*. New York: Wiley. pp 3-16
- Penslar, R.L. (1995) Research Ethics: Cases and Materials. Bloomington: Indiana University Press.
- Schaffner, K.F. (1992) Ethics and the nature of empirical science. In D. J. Miller, M. Hersen (Eds) *Research Fraud in the Behavioral and Biomedical Sciences*. New York: Wiley. p 17-33.
- Guidelines for the Conduct of Research at the National Institute of Health. Reproduced in *Responsible Science: Ensuring the Integrity fo the Research Process. Vol I*. National Academy Press. p 119-125.
- Framework for institutional policies and procedures to deal with fraud in research. Association of American Universities, National Association of State Universities and Lang-Grant Colleges, Council of Graduate Schools. Reproduced in *Responsible Science: Ensuring the Integrity of the Research Process. Vol I*. National Academy Press. p 231-242.

### ***Outright Fraud and its Consequences: The Breuning Case.***

- Garfield, E., Welljams-Dorof, A. (1990) The impact of fraudulent research on the scientific literature. *JAMA*, **263**, 1424-1426.
- Pfeifer, M.P., Snodgrass, G.L. (1990) The continued use of retracted, invalid scientific literature. *JAMA*, **263**, 1420-1423.
- Poling, A. (1992) The consequences of fraud. In D. J. Miller, M. Hersen (Eds) *Research Fraud in the Behavioral and Biomedical Sciences*. New York: Wiley. pp 140-158.
- Various retractions from journals.

### ***Fraud or Disagreements over Science and Policy?***

#### ***The Needleman/Ernhart/Scarr Case and the Controlled Drinking Controversy.***

- Ernhart, C. (1993) Deliberate misrepresentations. *Pediatrics*, **91**, 171-172.
- Marlatt, G.A. (1983) The controlled-drinking controversy: a commentary. *American Psychologist*, **38**, 1097-1110
- Needleman, H.L. (1992) Salem comes to the National Institutes of Health: notes from inside the crucible of scientific integrity. *Pediatrics*, **90**, 977-981.
- Pendery, M.L., Maltzman, I.M., and West, L.J. (1982) Controlled drinking by alcoholics? New findings and a reevaluation of a major affirmative study. *Science*, **217**, 169-175.
- Scarr, S. (1992) A whistleblower's perspective on the Needleman case. *Pediatrics*, **91**, 173-174.
- Miscellaneous letters and articles in *Science*.

### ***How is Science Really Done?***

- Root-Bernstein, R.S. (1988) Setting the stage for discovery. *The Sciences.*, May/June, 1988. 26-34.
- Skinner, B.F. (1956) A case history in scientific method. *American Psychologist*. **11**, 221-233.

***Mentoring.***

Guston, D.H. (1993) Mentorship and the research training experience. In *Responsible Science: Ensuring the Integrity fo the Research Process. Vol II.* National Academy Press. p 50-65.

***Research with Human Subjects.***

Auburn University Institutional Review Board for Research Involving Human Subjects. Guide for Investigators.

American Psychological Association, Ethical Principles for Research with Human Participants (1982). Various case studies.

***Research with Nonhuman Subjects.***

Coile, D.C., and Miller, N.E. (1984) How radical animal activists try to mislead humane people. *American Psychologist.*, **39**, 700-701.

Freeny, D.M. (1987) Human rights and animal welfare. *American Psychologist*, **42**, 593-599.

Herzog, H.A. (1988) The moral status of mice. *American Psychologist*, **42**, 473-474.

Miller, N.E. (1985) The value of behavioral research with animals. *American Psychologist*, 423-440.

Rollins, B.E. (1985) The moral status of research animals in psychology. *American Psychologist*, 920-926.

***Licensing and Competence***

Readings to be announced.

***Testing and Assessment***

Readings to be announced.

## *Memorandum*

**To:**  
**From:** Chris Newland  
**Re:** Ethics course  
**Date:** 22 Sep 1997

---

Many thanks for agreeing to help out with the Ethics course this quarter. I have attached a copy of the syllabus, including the time that I have arranged for your contribution. Some of the readings will be included in a course packet and others can be placed on reserve in the library. Some of these readings may have material pertinent to your presentation but, if so, it is almost by accident. Feel free to drop by and peruse what materials I have gathered. Most likely, I have not found the best readings pertinent to your topic so please tell me what readings you would like to assign. I'd appreciate it if you can make them available two weeks before you are scheduled to appear before the class.

Feel free to handle the class in whatever way you think is best for your topic. The students will have had experience with lecture, discussion, and case studies by the time you appear. It is my hope that the effort that you put into your section will be used in future offerings of this course.