

## PSY 5303 Ethics

Mondays, 2:00-4:45 STEM 169



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<b>Office Hrs</b>	Virtual or in person, <a href="#">Book time with Dawn Weatherford: Virtual Meetings with Students</a>		

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### Course Description:

*From the catalog:* This ethics course is designed to provide a framework for the development of knowledge and skills related to ethical decision making in psychology. Attention will be given to ethical issues surrounding the science and practice of psychology in a broad context. Prerequisite(s): PSYC 5301 and PSYC 5302 with a grade of B or better.

### Course Materials:

- *Textbook (required):* Panicker, S. E., & Stanley, B. E. (2021). Handbook of research ethics in psychological science (pp. xiii-338). American Psychological Association.
- *Handbook (required):* American Psychological Association. (2019). *Publication manual* (7th ed). Washington, DC: Author.

### Contact Guidelines:

I make every effort to be available to aid you in your learning process. There are several ways to contact me.

- *Email:* **Only use official university e-mail through Blackboard and include course and section (e.g., PSYC 5313) and full name in subject line.** Please do not use Blackboard messages. My university email is my primary and preferred point of contact outside of the classroom. I check my email regularly on Monday – Friday from 8 to 5. Within that timeframe, I will generally respond within 24 hours. If you don't hear back from me, email again in the event your message went to my Junk email box. On the weekends, I am generally not available by email, but will reply on the subsequent Monday. If you need to contact me, plan ahead. In all communications, be specific. Your correspondence **MUST** include information as specified above. If you send an email without sufficient information, I likely won't reply. Additionally, begin a new email thread in lieu of responding back to one of my emails if you are beginning a new conversation unrelated to the previous email. Professional language and formatting are expected (i.e., avoid informal correspondence styles like text messaging).
- *Office:* I will be available to meet during office hours and by appointments.

### Assessment and Evaluation:

Unless otherwise specified, quizzes and exams will be administered from and turned in through Blackboard. No paper copies will be accepted. In class assignments and demonstrations will be completed and turned in during class hours, however, electronic copies may be turned in via Blackboard as designated by professor. All work is to be completed independently unless indicated.

### Chapter and Article Leadership:

In the first week of class, you will rank the top three chapters/articles in which you have the most interest. Each student will be assigned to lead a discussion during the class period. Leaders are expected to create a short summary of the readings, prepare at least three-thought provoking, open-ended questions and lead a discussion that integrates the two. Rubric will be provided in BlackBoard.

### Discussion Leadership:

In the first week of class, you will rank the top three chapters/articles in which you have the most interest. Each student will develop two fictional scenarios that exemplify a real-world ethical challenge or dilemma. Leaders are expected to coordinate with the professor to help classmates break down the example in two parts. In Part 1, students will identify

relevant a) risks to human participants, b) principles of the Belmont report and the Declaration of Helsinki, and c) federal regulations (e.g., CFR, HIPAA). In Part 2, students will assess adherence and suggested actionable revisions in line with to a) appropriate risk-to-benefit ratio (including risk mitigation strategies), b) adherence to ethical principles, and c) adherence to federal regulations. Rubric will be provided in BlackBoard.

Participation:

All students are expected to have read be prepared to discuss the assigned readings. Each week, students will earn points for demonstrating their understanding of the course content and engaging with discussion leaders to answer prompt questions posed by fellow classmates.

Application Exercises:

Twice during the semester, students will be provided with multiple open-ended prompts that test your understanding of the *application* and ethical research principles. Students must complete the exercises independently, following associated instructions. Rubric will be provided in BlackBoard.

<i>Course Component</i>	<i>Point Value</i>	<i>Number</i>	<i>Total Points</i>	<i>% of Final Grade</i>
<b>Participation</b>	10	10	100	10%
<b>Chapter/Article Leadership</b>	100	2	200	20%
<b>Discussion Leadership</b>	100	2	200	20%
<b>Application Exercises</b>	250	2	500	50%
<b>Total</b>			<b>Up to 1000</b>	<b>100%</b>

**A:** 850 and above **B:** 849.99-750 **C:** 749.99 – 650 **D:** 649.99 – 550 **F:** below 550

**Policies and procedures provided in a separate document**

Course Schedule:

Caveat: Although I will do my best to abide by this schedule, schedules are tentative. Any topic changes will be announced and you are responsible to keep up with any possible changes to the course schedule.

<p><b><u>1 Jan 27</u></b> Introduction &amp; Ethical Foundations</p> <ul style="list-style-type: none"> <li>• Chapter: "Framework for the Ethical Conduct of Research" (Pritchard)</li> <li>• Article: "Rethinking Research Ethics" (Brothers &amp; Clayton, 2020)</li> </ul>
<p><b><u>2 Feb 3</u></b> Research Planning &amp; Regulatory Compliance</p> <ul style="list-style-type: none"> <li>• Chapter: "Planning Research" (Panicker)</li> <li>• Article: "Evolution of Federal Research Ethics" (Friesen et al., 2023)</li> </ul>
<p><b><u>3 Feb 10</u></b></p> <ul style="list-style-type: none"> <li>• Chapter: "Risk-Benefit Assessment and Privacy" (Nebeker et al.)</li> <li>• Article: "Big Data, Big Concerns" (Adjerid &amp; Kelley, 2022)</li> </ul>
<p><b><u>4 Feb 17</u></b> Informed Consent</p> <ul style="list-style-type: none"> <li>• Chapter: "Informed Consent" (Palmer)</li> <li>• Article: "Digital Consent" (Smith &amp; Johnson, 2024)</li> </ul>

<p><b><u>5 Feb 24</u> Managing Conflicts of Interest</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Addressing Conflicts of Interest" (Koocher &amp; Page)</li> <li>• Article: "Financial Conflicts of Interest" (Wilson et al., 2023)</li> </ul>
<p><b><u>6 Mar 3</u> Data Management &amp; Sharing</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Data Sharing" (Gilmore et al.)</li> <li>• Article: "FAIR Data Principles" (Martinez &amp; Lee, 2024)</li> </ul>
<p><b><u>7 Mar 17</u> Research Integrity</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Understanding Research Misconduct" (Antes &amp; DuBois)</li> <li>• Article: "Preventing Research Misconduct" (Anderson et al., 2023)</li> </ul>
<p><b><u>8 Mar 24</u> Voluntary Participation</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Ethics in Coercive Environments" (Mumford et al.)</li> <li>• Article: "Power Dynamics in Research" (Rodriguez &amp; Kim, 2023)</li> </ul>
<p><b><u>9 Mar 31</u> International Research Ethics</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Ethical Challenges in Global Research" (Rosser et al.)</li> <li>• Article: "Cultural Competency" (Zhang &amp; Peterson, 2024)</li> </ul>
<p><b><u>10 Apr 7</u> Mental Health Research Ethics</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Mental Health Intervention Research" (Jones et al.)</li> <li>• Article: "Digital Mental Health Research" (Thompson &amp; Garcia, 2023)</li> </ul>
<p><b><u>11 Apr 14</u> Neuroscience Research Ethics</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Ethical Issues in Neurobiological Research" (Cho &amp; Stanley)</li> <li>• Article: "Neuroethics and Brain Privacy" (Park &amp; Mitchell, 2024)</li> </ul>
<p><b><u>12 Apr 21</u> Digital Research Ethics</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Internet and Mobile Technologies" (Trull et al.)</li> <li>• Article: "Social Media Data Mining" (Taylor &amp; Brown, 2023)</li> </ul>
<p><b><u>13 Apr 28</u> Community-Based Research</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Research in Communities" (Cwik)</li> <li>• Article: "Community-Based Research" (Henderson et al., 2024)</li> </ul>
<p><b><u>14 May 5</u> Research with Minors</b></p> <ul style="list-style-type: none"> <li>• Chapter: "Research With Minors" (McCabe &amp; Pao)</li> <li>• Article: "Digital Age of Consent" (Roberts &amp; Chen, 2023)</li> </ul>
<p><b><u>15 May 7-13</u> Finals Week</b></p>