

CURRENT STATE OF ETHICS TRAINING IN CANADIAN PROFESSIONAL PSYCHOLOGY GRADUATE PROGRAMS

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Little is known about how psychology ethics are presently being taught to graduate students in Canada and the only study to date was conducted by Pettifor and Pitcher in 1982. Therefore, the purpose of this study is to examine the present state of ethics education in Canadian university-based clinical, counselling and school psychology training programs. Thirty-nine programs were reviewed for ethics course requirements and a content analysis was conducted on 29 course syllabi. Data were gathered regarding course availability, program requirements, course objectives, instructional format, evaluation methods and topic areas. In addition, a list of commonly required or recommended textbooks is compiled and a sample course outline for psychology ethics courses is proposed for instructors. Limitations and future directions for research are also discussed.

The purpose of a professional code of ethics for a mental health profession, such as psychology, is to define basic principles that delineate appropriate therapeutic practice, to describe therapists' responsibilities to clients, and to provide a degree of assurance that therapists will abide by the rules and expectations of society (Huber, 1994). The Canadian Psychological Association (CPA) and American Psychological Association (APA) both require instruction in scientific and professional ethics and standards in order to obtain program accreditation; and the Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada (2001) declares that core competencies of professional psychologists include training in ethics and standards.

So how is it that psychologists are taught to be ethical? Students who seek professional training in psychology need to be provided with some kind of framework for recognizing, evaluating and deciding upon reasonable solutions for ethical dilemmas they encounter (Bersoff, 2003). Indeed, as Vasquez (1992) argues, many professionals concerned with the issues of unethical behaviour believe that education of trainees may be the most powerful weapon against professional misconduct.

The Teaching of Professional Ethics to Psychologists. The incorporation of ethics training in psychology graduate programs coincided with the growth of clinical psychology. The first specific courses in professional psychology ethics were introduced in 1947 (DePalma & Drake, 1956). The first published survey of psychology ethics education in graduate programs was conducted by DePalma and Drake in 1956, and they examined the status of ethics

training in 125 psychology graduate schools. They sent questionnaires to 143 schools that offered graduate studies in psychology and obtained a 74% return rate. The authors found that 9.6% of schools offered a separate course in ethics and that only 6% of graduate programs required an ethics course. Thirty-four percent offered ethics either as an elective or included within some other larger unit of study. In other words, DePalma and Drake (1956) found that 60% of programs provided little or no training in professional ethics. This finding reflected a common sentiment and Aristotelian view at the time, that ethical behaviour was largely based upon solid moral character, which would have been automatically selected when a student was accepted into a graduate program. How a program would manage to select only individuals with solid moral character was not explicated. Furthermore, the most common opinion was that a separate course dealing with professional ethics was not warranted. Many respondents indicated that they believed ethics were best learned through practical work, colloquium, psychotherapy and supervision, and that they "would expect psychologists to be familiar with the APA code of ethics [but that] at the graduate level, this does not justify a course" (p.556). This appears to represent an assumption that one can fully understand a code of ethics through self-education and that knowing ones professional code of ethics would provide some guarantee that ethical behaviour will follow naturally.

The next survey of ethics education was conducted by Jorgensen and Weigel in 1973 and a dramatic shift in attitudes towards ethics education and inclusion of ethics in the curricula was beginning to be apparent. One hundred and six APA approved programs were surveyed and doctoral training

directors were asked about their perceptions of graduate training practices. The authors reported that 14% of clinical programs required ethics courses and that discussion of professional ethics, either informally or through larger units of study, was included in 80% of their sample. While this is evidence for a substantial increase in graduate training in ethics, the form in which this education took place still appeared to be mostly informal or as part of a discussion in other courses.

By 1988, Fine and Ulrich (1987) declared that they regard “the teaching of graduate-level courses in ethics to be a critical and necessary component of graduate training in psychology” (p.542). However, while several key studies point to the importance of including a separate course in the curriculum (Handelsman, 1985; Pettifor & Pitcher, 1982; Tymchuk et al., 1979; Fine & Ulrich, 1987), there were no empirical data available that directly supported the conclusion that a separate course in ethics was preferable to more informal methods. This was until 1992 when Gawthrop and Uhlemann found that when students in the mental health field were given a 3-hour workshop on ethical decision-making, they scored significantly better on a rating scale designed to measure the quality of ethical decision-making processes. The authors concluded that formal training in ethics has a significant positive effect, even when the instruction was only for 3 hours.

In 1990, Vanek conducted one of the most comprehensive studies to date of ethics training with a survey of 209 APA-approved clinical and counselling programs in the United States and Canada. All of the programs reported that ethics were included in the graduate curriculum and 69% had a separate required course. Only 4% of the programs offered ethics courses as an elective option. Moreover, almost all of the programs that responded reported additional coverage of ethics in other parts of the curriculum. In terms of where ethics training should take place, most (82.8%) felt that graduate programs were primarily responsible and 13.3% felt that the responsibility should be shared between graduate programs and internship supervisors (Vanek, 1990). Thus, there was a considerable change in attitude from departments in terms of holding graduate programs responsible for ethics training.

Ethics Training in Canada. In Canada, the history of ethics training is less clear. While Vanek's (1990) review included seven APA-approved clinical and counselling programs in Canada, her study does not provide specific information regarding ethics training within Canada. In the only Canadian study to

date, Pettifor and Pitcher (1982) surveyed 27 psychology graduate departments in order to examine the nature of ethics training in clinical and non-clinical psychology graduate programs. At that time, it was unclear as to what extent graduate students were trained in acceptable ethical practices and in ethical decision-making. Moreover, there was a considerable lack of consensus regarding whether or not ethics should be taught, and if so, how it should be taught (Pettifor & Pritcher, 1982). Fifty-six percent of graduate programs offered a formal course on ethics, 29% relied on informal methods such as clinical supervision and practical learning, and 15% of programs did not teach ethics because they did not believe it was necessary. Moreover, of the 56% of programs that did offer a formal course in ethics, only two (7.4%) were required.

Pettifor and Pitcher (1982) found that method of instruction was generally lecture and discussion. In terms of the ethical content areas addressed, the most frequently reported topics were: research, professional standards, competency and confidentiality. The least attention was paid to special populations, fees and advertising. Some departments reported other topics such as professionalization and Americanization through "standards" documents, and the ethics of political and social advocacy. Pettifor and Pitcher (1982) found very few programs that addressed moral values and decision-making strategies in the absence of guidelines.

In terms of the Departments' commitment to teaching ethics, 96% believed that ethics can be taught; however, only 63% believed that formal courses should be offered, and only 59% believed that courses in ethics should be mandatory. In other words, 41% of programs reported that they believed ethics courses should be optional, non-existent or did not provide data.

Historically, it was commonplace for psychology departments to hold the belief that separate courses in psychology ethics were unnecessary and that ethics could best be taught to novice psychologists through informal methods such as in the context of supervised clinical work. Handelsman (1986) has referred to this implicit educational approach as learning ethics by “osmosis” and argues that relying on the assumption that ethical behaviour will be learned through the gradual seeping through of ethics information during discussions of cases is a dangerous practice.

In summary, over the past 50 years the profession of psychology has seen a considerable increase in emphasis on ethics education in psychology training programs, as the profession endeavours to respond to growing concerns for human-rights and in our increasingly litigious society. There has been an increasing trend to include

required formal coursework in ethics. Between 1956 and 1990, formalized ethics education in separate courses had increased from 6% to 69% and the number of programs offering any (formal or informal) instruction in ethics rose from 40% to 100%. However, little is known about the current state of ethics training, particularly in Canadian graduate programs. The present study seeks to fill some of the gap in our knowledge as to the current state of psychology ethics training in Canada.

Research Questions. One fundamental research question is addressed through this study: What is the current state of ethics education in Canadian university-based clinical, counselling and school psychology programs?

Seven subsidiary questions are used to elucidate the primary research question:

1. Are separate formal courses in ethics available to students in the identified psychology graduate programs?
2. Are these ethics courses required or are they optional?
3. What are the course goals or objectives?
4. What is the course format?
5. How are course objectives assessed?
6. What ethical issues or topics are being covered in these courses?
7. What are the required or suggested texts?

To examine the present state of ethics education, descriptive information on all eight of the research objectives is presented. It is important to note that this study is intended to be preliminary, the purpose being exploratory and descriptive in terms of the ways in which ethics education is delivered, and is not meant to evaluate the efficacy or quality of such programs.

Method

An internet survey research design reviewing publicly available documents was used to identify program demographic information and a basic form of content analysis was used to describe course syllabi data quantitatively.

Procedure. Thirty-nine programs were identified through the *Canadian Psychological Association (CPA) Graduate Guide 2004-2005* (available online: <http://www.cpa.ca/graduate/grad1.html>) that offer counselling, clinical and school psychology graduate degrees intended to allow students to register/charter with their provincial colleges.

All courses identified as separate instructional units of ethics study were reviewed in detail. Specifically: course goals/objectives; format of instruction; methods of evaluation; topics of

instruction; and finally textbook selections were all investigated. To do so, course outlines/syllabi were sought. Several course outlines were available online through individual department websites. However, for those courses where outlines were not publicly available, email requests were sent to departments and/or course instructors for copies of the latest version of the course syllabus. A reminder/re-request email was sent 3-4 weeks later for those departments/instructors that did not respond.

Analysis of Data. The methodology in the present study may be conceptualized as a basic form of content analysis research methodology: the identification and description of content themes. Content Analysis is a systematic reading of a body of text, images or symbolic material as a way to understand the inner structure of the content (Krippendorff, 2003). Unlike many qualitative content analysis approaches that analyze a discourse, message or document for varying themes, ideas, emotions, opinions, and so forth, which often require greater use of interpretation, the present study had more straightforward and concrete data. Most qualitative analyses consist of sophisticated counting approaches in which the frequency of particular words, phrases, affective expressions and the like are determined (Creswell, 2005). The qualitative aspect of content analysis (interpreting themes, opinions, ideas, affective expressions and so forth) was not necessary to meet the goals of this study and therefore was not utilized. No interpretation was needed to record textbook usage; evaluative methods; and course format and little interpretation was needed in order to determine which educational topics were being covered and the course goals/objectives. Instead, the quantitative features of content analysis (counting categorized text units) were used in order to meet the objectives of this study.

Results

Psychology Programs Examined. Thirty-nine university-based graduate programs in counselling, clinical and school psychology were reviewed for this study. Twenty-one (53.85%) programs were identified as "Clinical", 11 (28.21%) as "Counselling", and 7 (17.95%) as "School/Applied" Psychology. In terms of availability of formal ethics instruction, it appears that all (100.00%) of the graduate programs offered at least one separate formal course in psychology ethics. All but two of the courses were one semester in length. Of the two remaining ethics courses, one was a six session seminar. The other was a three credit course that was extended over two semesters with a different professor for each term, and was intended to allow

students to integrate the material as they became more familiar with clinical work throughout the year (personal communication, MacGregor, May 20, 2006).

Ethics Courses as a Requirement. Thirty-Seven out of the 39 programs (94.87%) required at least a half course in graduate level ethics for their students to complete their degree programs. Two (5.13%) counselling programs did not require a formal course in ethics, but did offer an ethics course as an elective option.

Description of Syllabi. Twenty-nine syllabi (74.36%) were received from the 39 programs identified. A number of the syllabi were available from program websites, however, for those not available on-line, email requests were sent to individual departments/course instructors. Ten (25.64%) department/course instructors did not reply to the email requests and syllabi were not obtained from those courses. Syllabi ranged from 2 to 10 pages in length and, as with information provided on program websites, the level of detail varied across different syllabi.

Course Goals/Objectives. Twenty-one (72.41%) of the 29 course syllabi included course goals and/or objectives. The course objectives were grouped into 6 broad categories and are listed in order of frequency with the percentage of courses endorsing each objective: Knowledge and Understanding of Ethical Codes, Laws, Legislation, Regulation and Standards of Professional Practice (68.97%); Increased Sensitivity to Ethical Issues (65.51%); Development of Skills and Resources for Ethical Decision-Making (51.72%); Understanding of the Professional Identity and Social Responsibilities of Psychologists (24.14%); Self Knowledge of Personal Perspectives, Biases, and Personal Growth for Competent Practice (10.34%); and Cross-Cultural Knowledge and Understanding for Non-Discriminatory Practice (6.90%).

Course Format. All (100.00%) of the courses used some didactic lecturing as well as student participation in class discussion (small or large group). All (100%) courses also included some form of class discussion. Nineteen (65.51%) indicated that vignettes and/or case studies were used to highlight ethical quandaries and in ethical decision-making exercises. Fifteen (51.72%) of the courses held students partially responsible for educating the class on particular topics. This student-led instruction usually took the form of individual or small group presentations on selected topics, leading class discussions, presenting original vignettes, or

summarizing articles. Ten (34.38%) courses included small group discussion. Ten (34.38%) courses brought in guest speakers to lecture and/or discuss their experiences with ethical situations. One (3.45%) course required students to participate in volunteer activities and then to reflect upon those experiences in written assignments. One (3.45%) course had students interview a practicing clinician about their most challenging ethical dilemma. Overall, it appears that most courses combined traditional didactic teaching methods with more interactive/experiential activities whereby students are given the opportunity to discuss, debate and practice resolving ethical dilemmas. Also, it appears that students are often called upon to participate in class instruction.

Methods of Evaluation. Eight specific forms of evaluation (including different exam formats) were identified: Essay or Term Paper (72.41%); Class Participation (65.51%); Presentation (51.72%); Short Written Assignment (51.72%); Multiple Choice / True-False Exam (34.48%); Unknown Format Exam (31.03%); Short Answer/Essay Exam (17.24%); and Oral Exam (10.34%). Some courses also included unique assignments and that were placed in the "Idiosyncratic Methods" category (6.90%). These idiosyncratic methods included mock review panels, ethical policy-making exercises, development of a professional portfolio and a documentary film festival entry.

Instructional Topics. All (100.00%) of the syllabi provided information regarding the educational content of the courses by listing topics of discussion for each class date. Course topics that addressed similar issues were combined into 12 groups with 10 subcategories, resulting in 22 topic categories in total. A list of the 22 topic categories can be seen in Table 1.

The first 10 most frequently cited topic categories appeared to be foundational concepts in ethics training and were: Ethical Principles and Values (82.76%); Law, Legal Issues and Expert Testimony (72.41%); Confidentiality, Privacy and Record Keeping (68.97%); Boundaries (68.97%); Regulation and Registration (65.51%); Ethical Decision-Making (62.07%); Informed Consent (58.62%); Competence (55.17%); Diversity and Multicultural Issues (51.72%); and Research (44.83%). These 10 topics are in essence foundational concepts in psychology ethics training. Out of all 22 topics, these 10 foundational concepts were the most commonly covered (with the exception of the Special Topic of Psychotherapy and Empirically Supported Interventions).

The foundational concepts were then followed by 11 special topics that were more specific to particular areas of practice, and the idiosyncratic areas that did not appear to fit into any other category. The eleventh category was labelled “Special Topics and Practice Areas” and was composed of 11 subtopics. These 11 subtopics were: Psychotherapy and Empirically Supported Interventions (48.28%); Social Justice and Responsibility (37.93%); Business Issues and Managed Care (31.03%); Professional Context of Practice (27.59%); Academia and Teaching (27.59%); Working with Families, Women and Children (27.59%); Assessment (20.69%); Supervision (17.24%); Technology and the Internet (17.24%); and Prescription Privileges (10.34%).

The twelfth category was labelled “Idiosyncratic Topics” and included remaining topics that were unique and related to very specialized areas of practice and did not appear to fit into any other categories such as recovered memories, pain and

sexual functioning, third party and conflicting loyalties, practicing in rural areas, less defined areas of practice and career goals. The topic categories and number of courses covering these topics can be seen in Figure 1.

Textbook Selections. Twenty-four (82.76%) of the 29 syllabi included a list of required and/or suggested textbooks. The Companion Manual for the Code of Ethics for Psychologists (2001) and the Canadian Code of Ethics for Canadian Psychologists (2001) were the two most commonly required/suggested texts in the 24 courses that identified course textbooks, followed by Truscott & Crook (2004), Evans (2004), the Canadian Counselling Association (1999) code of ethics, Koocher & Keith-Spiegel (1998) and Corey, Corey & Callanan (2003). The remaining texts were cited in two or fewer courses for a total of 22 different textbook choices. Appendix A shows a list of the required or recommended texts.

Limitations and Future Directions for Research. When considering the results of the analyses here it is important to acknowledge the sources of limitations. While the examination of syllabi offers a reasonable and direct method for obtaining data there were some limitations in this approach. Some of the syllabi were more detailed than others; therefore, possible data may have been missing from some syllabi. Also, it is difficult to know for certain whether or not the material and formats listed in the syllabi were actually carried out within the classrooms. Use of surveys to obtain research data is a possible alternative; however, there are weaknesses inherent in survey research as well, including the self-selection of the final sample, the tendency to provide socially desirable and non-extreme answers on Likert-type scales.

Also, it is important to note that analyzing the information contained in the syllabi was somewhat interpretive. Thus, the author’s own perspective may be reflected in the present interpretations. For example, the decision to define confidentiality, privacy and record-keeping as one group may not have been made by other researchers. An additional limitation resides in the fact that course outlines were not available for all of the programs, which limits the generalizability of the findings.

In terms of future research, there appears to be an increase in support for the integration of ethics training throughout psychology graduate training curriculum (De las Fuentes, Wilmuth & Yarrow, 2005). The current investigation only included courses that mentioned ethics or professional issues in the course title or description. Thus, there may be courses in which ethics topics are covered informally

Table 1. Twelve Topic Areas Covered in Ethics Courses

1. Ethical Principles and Values
2. Law, Legal Issues and Expert Testimony
3. Confidentiality, Privacy and Record-Keeping
4. Boundaries
5. Regulation and Registration
6. Ethical Decision-Making
7. Informed Consent
8. Competence
9. Diversity and Multicultural Issues
10. Research
11. Special Topics and Practice Areas:
Psychotherapy and Empirically Supported Interventions
Social Justice and Responsibility
Business Issues and Managed Care
Professional Context of Practice
Academia & Teaching
Working with Families, Women and Children
Assessment
Supervision
Technology and the Internet
Prescription Privileges
12. Idiosyncratic Topics:
Recovered Memories
Pain and Sexual Functioning
Third Party and Conflicting Loyalties
Practicing in Rural Areas
Less Defined Areas of Practice
Career Goals

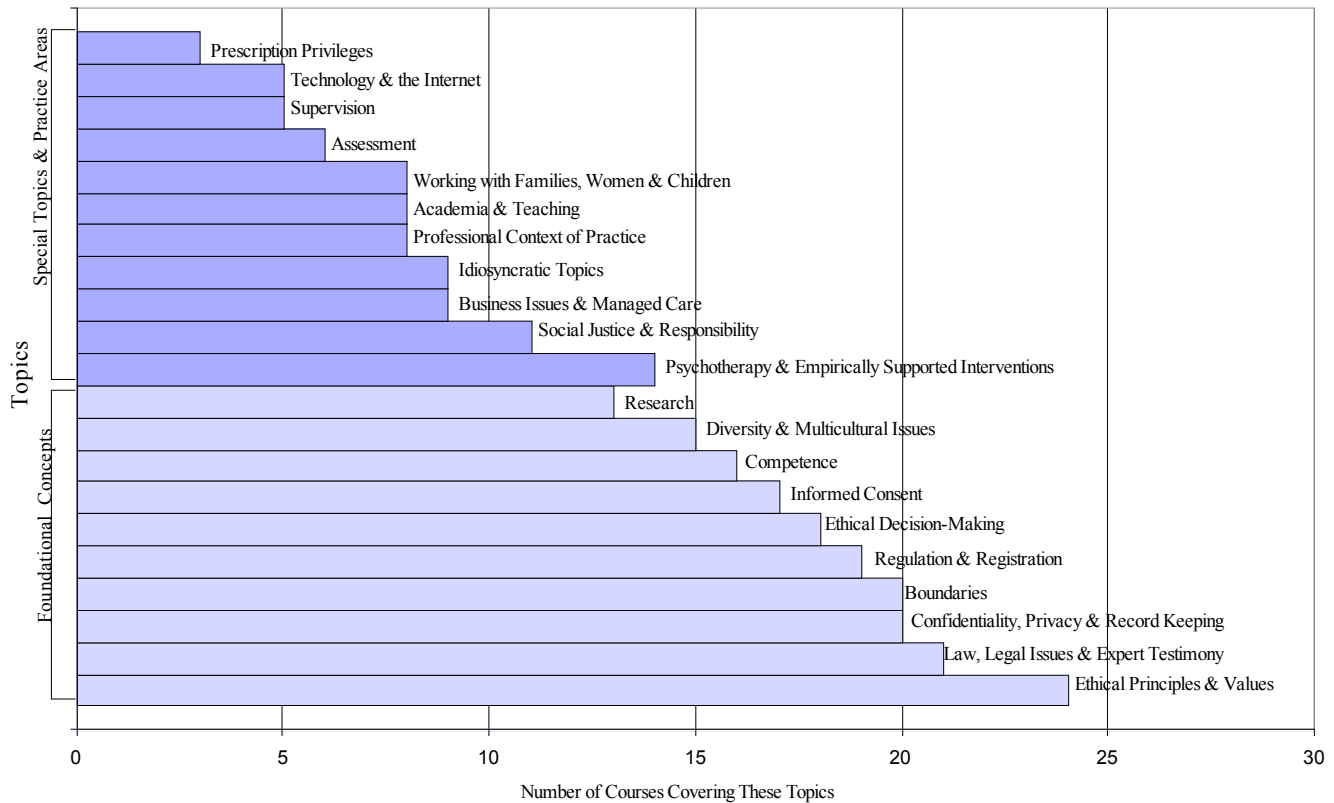
but that do not indicate such in the course calendars. It would be quite useful to know the extent, content and delivery of informal or implicit ethics education as it is currently being incorporated into other areas of coursework in psychology graduate programs.

The purpose of the current investigation was to obtain a snapshot of how professional psychology ethics education is being delivered in Canada. At this point, however, the quality of this education is unknown. For instance, we know what areas are

being covered, however, we do not know if this is being done so in an effective way.

Moreover, courses in research ethics were not included in the current study, however, research is a key issue in psychology ethics and further information regarding education of this area would be valuable. Although the importance of ethical considerations in training programs has clearly been recognized, there remains neither consensus nor specification as to what are considered the best

Figure 1. Topics Covered in Ethics Courses



practices in ethics education. The current research around the most effective methods of teaching ethics is an exciting and a vital component of ethics research, therefore further research in this area is warranted as well.

Conclusions

The results of this study are encouraging given that all the programs offer formal coursework in ethics and for almost all of these programs a course in ethics is mandatory. This is a dramatic shift from Pettifor and Pitcher’s (1982) review of ethics training that revealed that only 56% of programs offered an ethics course and only 7.4% programs required an ethics course. The substantial increase in ethics

training says a lot about the profession’s commitment to training ethical practitioners. On the other hand, there remain many unanswered questions. In terms of this study, the findings around course content raise some questions. For example, discussions around Ethical Principles and Values were the most commonly cited topic, however, this topic was only cited in 82.73% of syllabi. Does this finding mean that 17.27% of courses do not discuss the CPA or APA code of ethics or is this reflective of incomplete information on the syllabus? Moreover, is it true that just over half of courses cover the topic of Informed Consent? I believe that it is unlikely that these fundamental topics are not addressed at some point in all courses and are probably due to missing

information on the syllabi, but I lack the evidence to support this opinion. On the other hand, if these topics are not mentioned as areas of discussion in a syllabus and are, in fact, covered, then to what depth are these topics being discussed in class if they are not listed in the syllabus? Completeness of syllabi is an ethical issue in and of itself. If we are to look at syllabi as contractual documents between instructors, students and the universities, that are intended to inform students about course content, then this discrepancy may also be worth examining in greater detail in future research.

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<http://www.cpa.ca/students/cpagraduateguide/>

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Appendix A

Texts Required and Suggested for the Twenty-Four Courses that Cited Text Readings

<i>Text</i>	<i>Required</i>	<i>Suggested</i>	<i>Total</i>	<i>Percent</i>
Canadian Psychological Association (2001). <i>Canadian code of ethics for psychologists: Companion manual</i> (3 rd Ed.). Ottawa, ON: Author.	10	2	12	50.00%
Canadian Psychological Association (2001). <i>A code of ethics for Canadian psychologists</i> . Ottawa, ON: Author.	6	2	8	33.33%
Truscott, D. & Crook, K. H. (2004). <i>Ethics for the practice of psychology in Canada</i> . Edmonton, AB: University of Alberta Press.	4	3	7	29.16%
Evans, D. R. (Ed.). (2004). <i>The law, standards of practice, and ethics in the practice of psychology</i> (2 nd Ed.). Toronto, ON: Edmond Montgomery.	3	2	5	20.83%
Canadian Counselling Association. (1999). <i>Code of ethics</i> . Ottawa, ON: Author.	4	0	4	16.66%
Koocher, G. P. & Keith-Spiegel, P. (1998). <i>Ethics in psychology: Professional standards and cases</i> (2 nd Ed.). New York: Oxford University Press.	2	2	4	16.66%
Corey, G., Corey, M., & Callanan, P. (2003). <i>Issues and ethics in the helping profession</i> (6 th Ed.). Monterey, CA: Brooks/Cole.	3	0	3	12.50%
Canadian Psychological Association (2001). <i>Practice guidelines for providers of psychological services</i> . Ottawa, ON: Author.	2	0	2	8.33%
Canadian Counselling Association (2001). <i>Standards of practice for counsellors</i> . Ottawa, ON: Author.	2	0	2	8.33%
Schultz, W. (Ed.). (2000). <i>Counselling ethics casebook 2000</i> . Ottawa, ON: Canadian Counselling Association.	1	1	2	8.33%
Uhlemann, M. R., & Turner, D. (1998). <i>A legal handbook for the helping professional</i> . Victoria, BC.: Sedgewick Society.	1	1	2	8.33%
American Psychological Association (2002). <i>Ethical principles of psychologists and code of conduct</i> . Washington, DC: Author	1	0	1	4.16%
American Psychological Association. (1999). <i>Standards for educational and psychological testing</i> . Washington, DC: Author.	0	1	1	4.16%
Bersoff, D. N. (2003). <i>Ethical Conflicts in Psychology</i> (3 rd edition). Washington, DC: American Psychological Association	1	0	1	4.16%
College of Psychologists (2002). <i>Standards of Professional Conduct</i>	0	1	1	4.16%
Keith-Spiegel, P. & Koocher, G. (1985). <i>Ethics in Psychology: Professional standards and cases</i> . Toronto: McGraw-Hill.	0	1	1	4.16%
McEvoy, M., & Reid, G. (1997). <i>Balancing conflicting interests: A counsellor's guide to legal process</i> . Vancouver, BC: Justice Institute of BC	1	0	1	4.16%
Sales, B. D., & Folkman, S. (2000). <i>Ethics in research with human participants</i> . Washington DC: American Psychological Association.	1	0	1	4.16%
CIHR, NSERC, & SSHRC. (1998). <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i>	0	1	1	4.16%

Appendix B

Sample Format for a Psychology Ethics Course

An outline for a typical course in ethics that integrates the findings of this study is provided. Eleven general topic categories were identified (i.e., 10 foundational concepts plus special topics and practice areas) which fits well with there typically being 11 weeks available for instruction in a semester. If an instructor wanted to use the results of this study to organize a course in psychology ethics it could include the following:

Student-Based Course Objectives:

1. Students will gain familiarity with various codes, standards, laws and professional associations
2. Students will increase their understanding of ethics and their ability to identify potential ethical quandaries
3. Students will develop knowledge and skills in ethical decision-making
4. Students will increase awareness around psychologists' professional identity and responsibilities
5. Students will increase self-knowledge, which will assist them in monitoring, maintaining and enhancing their competence and non-discriminatory practice.
6. Students will increase their cross-cultural knowledge and understanding for non-discriminatory practice.

Class Format:

Classes will be a mix of lecture and class discussion. Students will be partially responsible for instructing the class on a selected topic. We will use vignettes and case studies to highlight ethical dilemmas and to practice using the CPA Companion Manual's Ethical Decision-Making model. Guest speakers may join our class to discuss a particular topic and/or their own experiences with ethical issues in clinical work.

Topics of Study:

1. Ethical principles & values
2. Law, legal issues & expert testimony
3. Confidentiality, privacy & record keeping
4. Professional boundaries
5. Regulation & registration
6. Ethical decision-making
7. Informed consent
8. Competence
9. Diversity and multicultural issues
10. Research

Instructors may choose to include some of the 11 special topics and practice areas in remaining lectures, or may choose to have students learn about these special topics through assignments/papers, presentations or assignments:

- Psychotherapy & empirically supported therapies
- Social justice & responsibility
- Business & managed care
- Professional context
- Academia & teaching
- Working with families women & children
- Assessment
- Supervision
- Technology & the Internet
- Prescription privileges

Evaluation:

Students' final grade will be based upon participation, a term paper, student-led instruction such as a presentation, a short written assignment and an exam.