PSYC14050 *Ethics & Professional Issues in Psychology*
Term 1 - 2017

All details in this unit profile for PSYC14050 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will provide you with comprehensive training in Research Ethics and the Ethics of Professional Practice. This unit will develop and assess your ability to apply ethics concepts in real life situations and scenarios, with emphasis placed on the provision of evidence based reasoning and justifications. As an advanced level unit there is a high level of expectation regarding independent study and self-directed learning. You are expected to be an active participant in the learning process, to independently research and read widely and to reflect upon multiple perspectives and opinions about best ethics practice in psychology - both in research and in professional practice. The unit is split into two six-week modules. Module 1 - Research Ethics will provide you with an understanding of the necessity for, and the processes which underpin research ethics within the Psychology discipline. This module has a focus on and will acquaint you with, the human research ethics procedures set by the Australian National Health and Medical Research Council. Module 2 - Professional Practice aims to equip you with the knowledge necessary for practicing as a psychologist in a professional manner. The focus of this module is on the identification of ethical issues in practice, and the development of professional decision making skills. This module will acquaint you with the Code of Ethics and the Ethical Guidelines set by the Australian Psychological Society.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Academic Course = CC42
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**
Weighting: 15%
2. **Written Assessment**
Weighting: 20%
3. **Practical Assessment**
Weighting: 15%
4. **Written Assessment**
Weighting: 20%
5. **Examination**
Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

I believe the assessment criteria/matrices used, need to be much more comprehensive so we can specifically identify were marks were lost - I found the use of these very generic.

Recommendation

Develop assessment rubrics which provide more detailed feedback to students.

Action

A document detailing the assessments, including marking rubrics were developed for each of the assessments. This was followed up by Zoom sessions to discuss assessments.

Feedback from Student feedback

Feedback

The only area of improvement could be the way res school was structured.... I would have loved less time watching other people's talks in order to have some more face to face learning or discussion time.

Recommendation

Consider re-structuring the residential school to provide for more teamwork interaction during the day.

Action

The number of time allocated to watching student presentations at residential school is directly related to the number of students/groups, and also the availability of space.

Feedback from Student feedback

Feedback

Too many assessment tasks that required a tremendous amount of work for correspondingly small percentage of marks.

Recommendation

Currently there are five assessment tasks. Two of the assessment tasks have two parts - a total of seven items. It is recommended that the number of assessment items be reviewed.

Action

The number of assessments was reviewed and subsequently decreased to 5. This includes 2x presentations, 2 written pieces, and an exam.

Unit Learning Outcomes

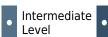**On successful completion of this unit, you will be able to:**

1. Identify and apply the ethical requirements of psychological research in an Australian context, particularly as they relate to the National Health and Medical Research Council Guidelines for the Ethical Conduct of Human Research.
2. Critically evaluate research from an ethics perspective and propose changes to a research approach and/or design to address the ethical issues identified.
3. Apply and evaluate ethical decision making strategies across multiple professional contexts, particularly as they relate to applications of the Code of Ethics and the Ethical Gudelines of the Australian Psychological Society.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level　　○ Introductory Level　　● Intermediate Level　　● Graduate Level　　○ Professional Level　　○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Group Work - 15%	●	●	
2 - Written Assessment - 20%	●	●	
3 - Practical Assessment - 15%			●
4 - Written Assessment - 20%		●	●
5 - Examination - 30%	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	●	●	●
2 - Problem Solving	●	●	●
3 - Critical Thinking	●	●	●
4 - Information Literacy	●	●	●
5 - Team Work	●	●	●
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice	●	●	●
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Work - 15%	●	●	●	●	●	●	●	●		
2 - Written Assessment - 20%	●	●	●	●		●	●	●		
3 - Practical Assessment - 15%	●	●	●	●	●	●	●	●		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
4 - Written Assessment - 20%	•	•	•	•		•	•	•		
5 - Examination - 30%	•	•	•				•	•		

Textbooks and Resources

Textbooks
PSYC14050

Prescribed

APS Code of Ethics
Edition: N/A (N/A)
Authors: Australian Psychologcial Society
Australian Psychological Society
Melbourne , Victoria , Australia
Binding: Hardcover
PSYC14050

Prescribed

APS Ethical Guidelines
Edition: N/A (Latest - most currently available)
Authors: Australian Psychological Society
Australian Psychological Society
Melbourne , Victoria , Australia
Binding: Paperback
PSYC14050

Prescribed

Ethical Practice in Applied Psychology
(2014)
Authors: Christopher Boyle and Nicholas Gamble
Oxford University Press Australia & New Zealand
South Melbourne , Victoria , Australia
ISBN: 9780195523102
Binding: Paperback
PSYC14050

Prescribed

National Statement on Ethical Conduct in Human Research
Edition: N/A (2007)
Authors: National Health and Medical Research Council
Australian Government
Australia
Binding: Paperback
PSYC14050

Prescribed

Publication Manual of the American Psychological Association
Edition: 6th (2009)
Authors: American Psychologcial Association
Footprint Books
Sydney , New South Wales , Australia
Binding: Paperback

Additional Textbook Information
The Text book by Boyle and Gamble will be available through the university bookshop. The APS Code of Ethics and Ethical Guidelines are available through the APS, and/or also a version will be available on the Moodle site under

resources.
The National Statement on Ethical Conduct in Human Research is available on the NHMRC website.

View textbooks at the CQUniversity Bookshop

IT Resources
You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Presentation software (Microsoft PowerPoint)
- Word processing sofware (Microsoft Word)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Bradley Smith Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research Ethics • Introduction to research ethics. • Why is ethics important in research? • History of research ethics	**Text readings:** • Boyle & Gamble, Chapter 9 **Moodle resource links:** • Helsinki Declaration • The Nuremberg Code • NHMRC - Summary of national statement on ethical conduct in human research	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research Ethics • The conduct of ethical research. • Research ethics at CQU	**Text readings:** • Boyle & Gamble, Chapter 9 • NHMRC (2007). National statement on ethcial conduct in human research - Preamble, purpose, scope and limits **Moodle resource links:** • Standford prison experiment documents	Groups will be assigned by the end of this week for Assessment 1

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research Ethics • Key concepts in research ethics.	**Text readings:** • Boyle & Gamble, Chapter 9 • NHMRC (2007). National statement on ethcial conduct in human research - Sections 1 and 2 **Moodle resource links:** • Informed consent examples1 & 2 • WHO informed consent	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research Ethics • Research with specific populations	**Text readings:** • Boyle & Gamble, Chapter 9 • NHMRC (2007) National statement on ethcial conduct in human research - Section 4 **Moodle resource links:** • Office for Human Research Protections (2010) Working with vulnerable populations. • NHMRC - Values and ethics: Guidelines for ethical conduct in Aboriginal and Torres Strait Island Health Research. • NHMRC - Keeping research on track – A guide for aboriginal and Torres Strait Islander people. • Aldridge (2014). Working with vulnerable groups • Witham, Beddow & Haigh (2015) ... too vulnerable to research	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Residential School - CQU Brisbane	**Text readings:** • Boyle & Gamble - Chapters 1 and 3 **Moodle resource links:** • APS Code of Ethics	**Group Presentation (Research Ethics)** Due: Week 5 Tuesday (4 Apr 2017) 12:00 pm AEST **Practical Assessment (Professional Ethics)** Due: Week 5 Wednesday (5 Apr 2017) 12:00 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional Practice Ethics • Ethics in the practice of psychology (ethics, advertising, legal issues)	**Text readings:** • Boyle & Gamble - Chapter 2 **Moodle resource links:** • Youngstrom & Busch (2000). Expert testimony in psychology. • Symons (2014) What's in a name? • Morrissey & Reddy (2006). Eight core competencies for ethical practice.	**Written Assessment 1 (Research Ethics)** Due: Week 6 Tuesday (18 Apr 2017) 5:00 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional Practice Ethics • Privacy and Consent	**Text readings:** • Boyle & Gamble - Chapter 2 & 5 **Moodle resource links:** • Goesling, Potts & Handelsman (2000). Perceptions of confidentiality violations among psychologists. • Reamer (2013). Social work in a digital age: ethical and risk management challenges. • Sanci, Sawyer, Kang, Haller & Patton (2005). Confidential health care for adolescents.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Professional Practice Ethics
• Managing boundaries and dual relationships. | **Text readings:**
• Boyle & Gamble - Chapter 4
Moodle resource links:
• Faulkner & Faulkner (1997). Managing multiple relationships in rural communities.
• Roufeil & Battye (2007). Psychology services in rural and remote Australia. | |

Week 9 - 08 May 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Professional Practice Ethics • Managing risky clients	**Text readings:** • Boyle & Gamble - Chapters 7 & 8 **Moodle resource links:** • Australian Psychological Society. Suicide prevention tools. • Day (2013). Responding to serious antisocial behaviour. • Hawgood & De Leo (2015). Working with suicidal clients.	**Written Assessment (Professional Ethics)** Due: Week 9 Friday (12 May 2017) 5:00 pm AEST

Week 10 - 15 May 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Professional Practice Ethics • Ethics in working with diverse client groups	**Text readings:** • Boyle & Gamble - Chapter 5 **Moodle resource links:** • Malone (2012). Ethical professional practice: exploring the issues for health services to rural Aboriginal communities. • Symons (2009). Legal and ethical aspects of working with young people.	

Week 11 - 22 May 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Animal ethics • Using animals in research • The 3 R's	**Moodle resource links:** Australian code for the care and use of animals for scientific purposes 8th edition (2013)	

Week 12 - 29 May 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Review of Ethics • Summary and revision	No readings for this week	

Review/Exam Week - 05 Jun 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Revision week		Exam Week

Exam Week - 12 Jun 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Exam Week

Assessment Tasks

1 Group Presentation (Research Ethics)

Assessment Type
Group Work

Task Description
Group presentation which critiques a research ethics application (15%).

The presentation (PowerPoint Slides, etc) will be presented at Residential School, CQUniversity Campus in Brisbane Week 5.

Groups will be assigned at the end of Week 2.

Your goal is to conduct an ethical critique of a research ethics application, and develop a presentation based on the aspects you consider need addressing by the researcher.

Your critique should focus on requirements according to the NHMRC National Statement on Ethical Conduct in Human Research, with a particular focus on Sections 1 and 2, and Section 4 where required.

- Focus on issues such as the clarity of the research question, identification of risk and participant confidentiality.
- Provide some solutions to the problems identified – what would need to be changed to ensure the project meets the required ethical standards?

Use the following approach:

- Identify and explain the problem (with reference to the NHMRC guidelines and other appropriate empirical sources)
- What alternatives are there to the proposed approach and how might these lead to better ethical conduct of this specific research project (again with reference to both the NHRMC guidelines and the provision of other empirical evidence to justify your assertions and propositions)
- Your group should develop a PowerPoint presentation that explains and addresses at least three (3) of the issues your group identifies.
- Each group will have a 12 minute block allocated at the Residential School to present their critique and solutions, and each group member should participate fully in the development of the presentation as well as the presentation itself.
- It is expected that your PowerPoint slides will provide an outline and summary of the content of your presentation.
- However, you are not restricted to the use of PowerPoint alone (although remember that this is what you are submitting). Props, singing, dancing, audience involvement, photo stories etc can all be used – feel free to be creative – but ensure you get your point across.

Your presentation and PowerPoint slides should include the following:

- A very brief overview/introduction to the proposed research task
- Clear identification of at least three (3) ethical issues present in the project proposed
- Clear justifications for the alternative approaches and solution proposed to address each of the identified issue.

Assessment Due Date

Week 5 Tuesday (4 Apr 2017) 12:00 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2017)

Assignments will be returned within two weeks of submission

Weighting

15%

Assessment Criteria

Download Written Assessment Task 1 PDF from Moodle site for details and grading matrix.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Offline Group

Submission Instructions

To be presented at Residential School

Learning Outcomes Assessed

- Identify and apply the ethical requirements of psychological research in an Australian context, particularly as they relate to the National Health and Medical Research Council Guidelines for the Ethical Conduct of Human Research.
- Critically evaluate research from an ethics perspective and propose changes to a research approach and/or design to address the ethical issues identified.

Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment 1 (Research Ethics)

Assessment Type
Written Assessment

Task Description
Individual written critique of a research ethics application (20%)
In a logical, well-integrated essay (using APA style referencing and headings) identify (with well-reasoned justification) the major issues of ethical concern in relation to the application assigned to your group, and how these might be rectified. The issue/s you identify should be consistent with the approach taken in your group presentation. Your individual submission can focus on only one point, and can also address points in addition to your group presentation. It is expected however that will be a degree of overlap between the group submission and your individual submission. It is important to note here that you are expected to apply ethical concepts within the context of the ethics application assigned to your group and not write an essay about a particular ethical concept/s more generally.
Using the same approach as Task 1 and the group work presentation, your essay must:

- Clearly identify each ethical issue and explain why it is of ethical concern (with appropriate empirical justification provided).
- Clearly outline, and provide justifications for any alternatives to the proposed approach and how these might lead to better ethical conduct of this specific research project (again with reference to both the NHRMC guidelines and the provision of other empirical evidence to justify your assertions and propositions)
- Be formatted according to APA Style Requirements
- Have a correctly formatted Title Page
- Have an abstract which summarises the essay
- Have a correctly formatted reference list
- Be between 1250 and 1500 words (count does NOT include title page, abstract or reference lists. Count DOES include in-text citations).
- Submissions in excess of the 1500 word maximum will be penalised 10% of the total possible grade and assessment will only occur on the text of the assignment up to the 1500 words.
- Submissions below the 1250 word minimum will not be assessed and the student will receive an F grade and 0% for this assessment piece.

Follow a similar approach to your group presentation and ensure that each of the following aspects are addressed for each issue you identify:

- Problem identification (i.e. what is the issue?)
- Articulation of WHY that particular aspect a problem (with reference to empirical sources)
- Proposal of an appropriate solution
- Clear justification (with reference to empirical sources) of WHY the proposed solution is appropriate
- Clear justification (with reference to empirical sources) of WHY and HOW the proposed solution will solve the problem identified.

Assessment Due Date
Week 6 Tuesday (18 Apr 2017) 5:00 pm AEST

Return Date to Students
Week 8 Friday (5 May 2017)
Assignments will be returned within two weeks of submission

Weighting
20%

Assessment Criteria
Download Written Assessment Task 2 PDF from Moodle site for details and grading matrix.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Identify and apply the ethical requirements of psychological research in an Australian context, particularly as they relate to the National Health and Medical Research Council Guidelines for the Ethical Conduct of Human Research.
- Critically evaluate research from an ethics perspective and propose changes to a research approach and/or design to address the ethical issues identified.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Practical Assessment (Professional Ethics)

Assessment Type
Practical Assessment

Task Description
Select a professional ethical dilemma that may be faced by a practicing psychologist.
Prepare a brief 15 minute presentation which includes:

- A brief description of the ethical dilemma.
- Identification of the factors involved in the dilemma.
- Use of the APS decision making model as a guide to resolve the dilemma.

Assessment Due Date
Week 5 Wednesday (5 Apr 2017) 12:00 pm AEST
To be presented at Residential School

Return Date to Students
Week 7 Friday (28 Apr 2017)
Assignments will be returned within two weeks of submission

Weighting
15%

Assessment Criteria
Presentations will be peer-assessed. Please download Assessment Task 3 from the Moodle site for more details and the marking matrix.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Offline

Submission Instructions
To be presented at Residential School

Learning Outcomes Assessed

- Apply and evaluate ethical decision making strategies across multiple professional contexts, particularly as they relate to applications of the Code of Ethics and the Ethical Gudelines of the Australian Psychological Society.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Written Assessment (Professional Ethics)

Assessment Type
Written Assessment

Task Description
Individual Essay: Professional Practice Dilemma (20%)
Following the residential school four (4) professional ethical dilemmas will be made available on Moodle. You are to choose one of these dilemmas and apply the APS ethical decision model discussed during the residential school. Essay length is 1250-1500 words.
The essay may address the following points:
Problem Recognition

- Does the response clearly identify the ethical dilemma?
- Does the response clearly explain the ethical dilemma? (This should be described as a conflict between competing duties where either good or right may be involved. E.g. The situation represents a conflict between duty to do X and duty to do Y)
- Are principles or situations that have been emphasised in professional training relevant? If so, are these identified?
- Is this a choice which over-arches the individual's interests?
- Who is involved in this situation for whom are the consequences relevant?
- Who are the people affected and to whom are duties owed?
- Is human wellbeing threatened (not just the client)?
- Are rights or duties, including duty of care, salient?
- Are cultural issues salient?
- Which meta-ethical assumptions does the individual bring to this situation?

Antecedents and parameters of the dilemma

- What previous examples can assist in understanding the situation?
- What duties or responsibilities are present in the situation, including rights and duties derived from law or professional codes?
- Which norms and values are implicit in the situation including norms expressed through law or professional codes?
- What additional information might the psychologist need in order to specify and clarify alternative actions?
- With whom should the psychologist consult?

Identify and evaluate alternative plans of action

- What are the possible consequences of each alternative (for a full analysis consider: what is the probability, intensity, immediacy, proximity and extent of each?)
- What rights are upheld and or duties discharged in each alternative? Ignored in each alternative?
- How well does each action reflect relevant cultural norms and my personal values?
- Which actions would model those of an ideal psychologist
- Are there any pressures influencing the psychologist's decision?

Selection of Action

- Which action maximises the wellbeing of the client in this situation?
- Which action corresponds to the psychologist's primary duty?
- Which alternative corresponds to the moist strongly held norm or best reflects the requirements of legislation and/ or ethical codes?
- Which alternative best corresponds to that done in the matching case or by an ideal figure?
- Which response best reflects the personal values of the psychologist?

Summary and conclusion

- Overall which course of action can best be defended on the basis of ethical considerations?
- Are there possible constraints when implementing this decision?
- What might be the adverse circumstances arising from this decision?
- How might these adverse circumstances be managed?

Formatting and word length

- Be formatted according to APA Style Requirements
- Have a correctly formatted Title Page
- Have an abstract which summarises the essay
- Have a correctly formatted reference list
- Be between 1250 and 1500 words (count does NOT include title page, abstract or reference lists. Count DOES include in-text citations).
- Submissions in excess of the 1500 word maximum will be penalised 10% of the total possible grade and assessment will only occur on the text of the assignment up to the 1500 words.
- Submissions below the 1250 word minimum will not be assessed and the student will receive an F grade and 0% for this assessment piece.

Assessment Due Date
Week 9 Friday (12 May 2017) 5:00 pm AEST

Return Date to Students
Week 11 Friday (26 May 2017)
Assignments will be returned within two weeks of submission

Weighting
20%

Assessment Criteria
Please download Assessment Task 4 from the Moodle site for more details and the marking matrix
Content of the essay (10%) including:

- Identification of relevant ethical issues.
- Explanation of relevant ethical issues.
- Detailed explanation of possible implications from these issues.
- Review and integration of valid and current research.
- Referral to relevant sections of the APS Code of Ethics and the APS ethical decision model.

Structure and style of the essay (8%)

- Demonstration of high level critical thinking.
- Demonstration of high level analytical skills.
- Logical argument.
- Definite conclusions (clear stance).
- Appropriate language and style for a professional / academic audience.
- Good sentence structure, spelling, punctuation and grammar.

Format and layout (2%)

- Accuracy of in-text citations.
- Appropriate use of in-text citations.
- Correct APA formatting for in-text citations and reference list.
- Overall adherence to APA requirements

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Offline

Learning Outcomes Assessed

- Critically evaluate research from an ethics perspective and propose changes to a research approach and/or design to address the ethical issues identified.
- Apply and evaluate ethical decision making strategies across multiple professional contexts, particularly as they relate to applications of the Code of Ethics and the Ethical Gudelines of the Australian Psychological Society.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

- Cross Cultural Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
30%

Length
180 minutes

Exam Conditions
Closed Book.

Materials
No calculators permitted
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem