



# **PSYC14050 *Ethics & Professional Issues in* Psychology**

## **Term 1 - 2019**

Profile information current as at 30/04/2024 07:42 pm

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 - 2019

- Bundaberg
- Mixed Mode

### 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 "Have your say" end-of-term evaluation.

##### Feedback

It was commented that some of the weekly pre-recorded lectures were not always of the best quality, particularly the one audio-recording.

##### Recommendation

Lecture material will be updated, particularly the audio-recording.

#### Feedback from "Have your say" end-of-term evaluation.

##### Feedback

Marking rubric for residential assessments needs to be provided while assessments are being completed.

##### Recommendation

Although students are told to make themselves familiar with all marking rubrics prior to assessment, these will now also be provided in Residential School.

#### Feedback from "Have your say" end-of-term evaluation.

##### Feedback

Pre-arranged topics for the zoom sessions so discussion had more direction.

##### Recommendation

Topics for each Zoom session will be specified and where relevant, these will take the format of a lecture rather than an opportunity for discussion.

## 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 Guidelines 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%	●	●	

Assessment Tasks	Learning Outcomes		
	1	2	3
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%	•	•	•	•	•	•	•	•		
4 - Written Assessment - 20%	•	•	•	•		•	•	•		
5 - Examination - 30%	•	•	•				•	•		

## Textbooks and Resources

### Textbooks

PSYC14050

#### **Prescribed**

##### **APS Code of Ethics**

Edition: N/A (N/A)

Authors: Australian Psychological 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 Psychological Association

Footprint Books

Sydney , New South Wales , Australia

Binding: Paperback

##### **Additional Textbook Information**

There is an electronic version of the Ethics textbook: Ethical Practice in Applied Psychology, by Christopher Boyle and Nicholas Gamble. It is slightly cheaper than the paperback.

Either version can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## 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

**Tina McAdie** Unit Coordinator

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**Sarah Blunden** Unit Coordinator

[s.blunden@cqu.edu.au](mailto:s.blunden@cqu.edu.au)

## Schedule

### Week 1: Introduction to the Unit and Research Ethics - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit Research Ethics at CQU	Readings on Moodle: 1. Boyle and Gamble - Chapter 1 2. Boyle and Gamble - Chapter 9 3. NHMRC - Summary of the National Statement on ethical conduct in human research	

### Week 2: Professional Practice Ethics - Introduction - Why bother about ethics? - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Professional Ethics What is an ethical and moral psychologist?	Readings on Moodle: 1. Boyle and Gamble - Chapter 1 2. Morrissey and Reddy: Eight Core competencies for ethical practice 3. Ethical guidelines on record keeping 4. Psychology Board of Australia policy for the management of notifications about single court appointed expert psychologists in family law courts proceedings	

### Week 3: Residential School - Brisbane - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to models of ethical decision making (EDM) Evaluation of a Research Project	Readings on Moodle: 1. Boyle and Gamble - Chapter 3 2. Australian Psychology Society (APS) Ethical Decision Making model 3. Week 3 Case Study 4. NHMRC - Summary of national statement on ethical conduct in human research	Group work assessment. Due 1pm Wednesday 27th of March Residential School  <b>Group work presentation (Research Ethics)</b> Due: Week 3 Wednesday (27 Mar 2019) 1:00 pm AEST

### Week 4: Professional Practice Ethics - Privacy, Confidentiality and Consent - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Privacy, confidentiality and consent.  
Mandatory reporting requirements  
Child abuse and neglect

- Readings on Moodle:
1. Boyle and Gamble - Chapter 2 (from page 24) and Chapter 5
  2. Ethical guidelines on social media
  3. Ethics in the digital age
  4. Confidential health care for adolescent
  5. Article by Goesling et al. (2000)
  6. Ethical guidelines on reporting abuse and neglect, and criminal activity
  7. Ethical guidelines on confidentiality
  8. Ethical guidelines on the prohibition of sexual activity with clients

Submission of Practical Assessment Task: Use of the EDM in a Professional Ethical Dilemma  
Due Week 4: Monday April 1st 2019 at 11.55pm AEST.

**Professional Ethics Practical assessment: Applying the Ethical Decision Making (EDM) model** Due: Week 4 Monday (1 Apr 2019) 11:55 pm AEST

### Week 5: Professional Practice Ethics - Boundaries, Dual relationships, Legality and Rural Practice - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Advertising and ethics Boundaries and dual relationships Working in small and regional communities	<p>Readings on Moodle:</p> <ol style="list-style-type: none"> <li>1. Boyle and Gamble - Chapter 4</li> <li>2. What's in a name: Psychologist's titles</li> <li>3. Managing multiple relationships in rural communities (Faulkner &amp; Faulkner, 1997)</li> <li>4. Legal issues in Psychology (Youngstrom, 2000).</li> <li>5. Psychology Board of Australia policy for the management of notifications about single court appointed expert psychologists in family law courts proceedings</li> <li>6. Ethical guidelines for managing professional boundaries and multiple relationships</li> <li>7. Ethical guidelines for psychological practice in rural and remote settings</li> <li>8. Ethical guidelines for working with and in the media</li> </ol>	

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6: Professional Practice Ethics - Managing risky clients - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clients at risk to self or others Suicide and suicide prevention Children and families and risk	<p>Readings on Moodle:</p> <ol style="list-style-type: none"> <li>1. Boyle and Gamble - Chapters 7 &amp; 8</li> <li>2. Hawgood and De Leo (2015). Working with suicidal clients.</li> <li>3. Day (2013). Responding to serious antisocial behaviour.</li> <li>4. Ethical guidelines for working with clients when there is a risk of serious harm to others</li> <li>5. Ethical guidelines relating to clients at risk of suicide</li> </ol>	

### Week 7: Professional Practice Ethics - Working with Diversity and Indigenous clients - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Gender and cultural diversity Cultural ethics Working with Indigenous clients	<p>Readings on Moodle:</p> <ol style="list-style-type: none"> <li>1. Ethical guidelines on working with sex and/or gender diverse clients</li> <li>2. Ethical guidelines for psychological practice with lesbian, gay and bisexual clients</li> <li>3. Ethical guidelines for psychological practice with clients with an intellectual disability</li> <li>4. Ethical guidelines for Aboriginal and Torres Strait Islander Peoples</li> </ol>	<p>Submission of Individual written critique of a research ethics application. Due Week 7: Monday April 29th 2019 at 9.00am AEST.</p> <p><b>Written critique of the Research Ethics application</b> Due: Week 7 Monday (29 Apr 2019) 9:00 am AEST</p>
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### Week 8: Research Ethics: The terrible history - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
The chequered (and sometimes terrifying) history of (the lack of) ethics in Research	<ol style="list-style-type: none"> <li>1. Boyle and Gamble - Chapter 9</li> <li>2. NHMRC - Summary of national statement on ethical conduct in human research</li> <li>3. Helsinki Declaration</li> <li>4. The Nuremberg Code</li> <li>5. Stanford Prison Experiment documents</li> </ol>	

### Week 9: Research Ethics: Key concepts - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Exploring key concepts in research ethics	<ol style="list-style-type: none"> <li>1. Boyle and Gamble - Chapter 9</li> <li>2. NHMRC - Summary of national statement on ethical conduct in human research</li> <li>3. Informed consent examples 1 &amp; 2</li> <li>4. WHO informed consent</li> <li>5. Office for Human Research Protections (2010) Working with vulnerable populations.</li> </ol>	

### Week 10: Research with Specific Populations - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Doing research work "with" or "on" vulnerable populations	<ol style="list-style-type: none"> <li>1. Boyle and Gamble - Chapter 9</li> <li>2. NHMRC - National statement on ethical conduct in human research</li> <li>3. Office for Human Research Protections (2010) Working with vulnerable populations.</li> <li>4. NHMRC - Values and ethics: Guidelines for ethical conduct in Aboriginal and Torres Strait Island Health Research.</li> </ol>	<p>Submission of Written Assessment (Professional Ethics). Due Week 10: Monday May 20th 2019 at 9.00am AEST.</p> <p><b>Professional practice dilemma</b> Due: Week 10 Monday (20 May 2019) 9:00 am AEST</p>

### Week 11: Animal Research and Ethics - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Issues with using animals for research - who benefits? The 3 Rs	1. Australian code for the care and use of animals for scientific purposes 8th edition (2013)	

### Week 12: Review and summary week, examination preparation - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review of the material covered this term, preparation for the examination.		

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Group work presentation (Research Ethics)

#### Assessment Type

Group Work

#### Task Description

Groups will be assigned prior to the start of term.

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 present their critique and solutions at the Residential School, and each group member should participate fully in the development of the presentation as well as being present at 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 3 Wednesday (27 Mar 2019) 1:00 pm AEST

Give the presentation at Residential School. Email Powerpoints to the Unit Coordinator prior to 1pm AEST on Wednesday the 27th of March.

#### Return Date to Students

Week 4 Friday (5 Apr 2019)

Feedback and a mark will be emailed to each student individually.

#### Weighting

15%

#### Assessment Criteria

Assessment will be based on:

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.

Presenting style and group cohesion will also be assessed.

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

#### Referencing Style

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

#### Submission

Offline Group

#### Submission Instructions

To be presented at Residential School, powerpoint slides emailed to Unit Coordinator

## 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 critique of the Research Ethics application

### Assessment Type

Written Assessment

### Task Description

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 there 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 separate initial paragraph which summarises the proposed research study (which is not marked and not counted in word count)

Have a correctly formatted reference list

Be between 1250 and 1500 words (count does NOT include title page, initial summary paragraph or reference lists. Word 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.

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 is 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 7 Monday (29 Apr 2019) 9:00 am AEST

### Return Date to Students

Week 9 Friday (17 May 2019)

### 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 Professional Ethics Practical assessment: Applying the Ethical Decision Making (EDM) model

**Assessment Type**

Practical Assessment

**Task Description**

Evaluate material provided which illustrates a professional ethical dilemma that may be faced by a practicing psychologist.

Prepare a critique which includes:

A brief description of the ethical dilemma.

Identification of the factors involved in the dilemma.

Identifying potential courses of action.

Selecting and justifying the chosen course of action from those presented.

Use of the Australian Psychology Society (APS) ethical decision making (EDM) model as a guide to resolve the dilemma.

Critique length is 1250-1500 words.

**Assessment Due Date**

Week 4 Monday (1 Apr 2019) 11:55 pm AEST

**Return Date to Students**

Week 7 Monday (29 Apr 2019)

**Weighting**

15%

**Assessment Criteria**

This will be a time-limited and on-line assessment where you will work through the Australian Psychology Society (APS) ethical decision making model (EDM) (discussed and practiced during the Residential School) in response to a professional ethical dilemma.

Assessment criteria will be based on a critique which includes:

A brief description of the ethical dilemma.

Identification of the factors involved in the dilemma.

Identifying potential courses of action.

Selecting and justifying the chosen course of action from those presented.

Use of the Australian Psychology Society (APS) Ethical Decision Making (EDM) model as a guide to resolve the dilemma.

Please download the Assessment Task 3 PDF file from the Moodle site for more details and the marking matrix.

**Referencing Style**

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

**Submission**

Online

## 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 Guidelines 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 Professional practice dilemma

### Assessment Type

Written Assessment

### Task Description

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 Australian Psychology Society (APS) ethical decision making model (EDM) discussed and practiced during the residential school. Essay length is 1250-1500 words.

### Assessment Due Date

Week 10 Monday (20 May 2019) 9:00 am AEST

### Return Date to Students

Week 12 Friday (7 June 2019)

### Weighting

20%

### Assessment Criteria

Assessment will be based on the following:

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 Australian Psychology Society (APS) Code of Ethics and the Australian Psychology Society (APS) Ethical Decision Making model (EDM).

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

Please download Assessment Task 4 from the Moodle site for more details and the marking matrix

### Referencing Style

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

### Submission

Online

### 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 Guidelines 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**

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