

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	PRE-GRADUATE		
<b>COURSE CODE</b>	<b>Ψ2103</b>	<b>SEMESTER</b>	<b>4<sup>TH</sup></b>
<b>COURSE TITLE</b>	ETHICS IN PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES AND VIDEO PRESENTATIONS	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE (COMPULSORY COURSE)		
<b>PREREQUISITE COURSES:</b>	Research Methods I (Ψ1201)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=1306">https://elearn.uoc.gr/course/view.php?id=1306</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of this course is to familiarize students with the basic aspects of ethics as far as psychological research and practice is concerned. The specific goals of the course are:</p> <ul style="list-style-type: none"> <li>➤ To familiarize students with the current ethical standards for the practice of science.</li> <li>➤ To provide students with guidelines for assessing and responding to ethical dilemmas.</li> <li>➤ To encourage students to self-monitor attitudes, values, perceptions and biases that may impact their professional behavior.</li> <li>➤ To familiarize students with the ethical standards and principles for conducting psychological research (from preparing the study protocol to interpreting results).</li> </ul> <p>On the successful completion of the course students are expected to have...</p> <ol style="list-style-type: none"> <li>1. understood the necessity of adhering to the ethical standards when practicing their profession,</li> </ol>

2. realized the ethical dilemmas that may face when practicing their profession,
3. be fully informed about the modern challenges and difficulties in applying ethical rules and standards,
4. comprehended the current local and international codes of ethics in psychology,
5. developed personal modes of critical thinking that will help them actually apply ethical standards.

#### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Showing social, professional and ethical responsibility and sensitivity

Production of free, creative and inductive thinking

Criticism and self-criticism

Respect for difference

### (3) SYLLABUS

1. The philosophical and evolutionary bases of Ethics
2. The psychological science adheres to but also creates ethical standards. Psychological science, psychological theories and ethics
3. Ethics sensitivity and the development of codes of ethics
4. Ethical issues in the academic practice I
5. Ethical issues in the academic practice II
6. Ethical issues in psychological research I
7. Ethical issues in psychological research (II) and in psychological assessment
8. Mid-term exams
9. Ethical issues in clinical practice I
10. Ethical issues in clinical practice II
11. Special populations, minorities, gender issues and ethics
12. Bioethics and psychology
13. GDPR, personal data protection – Final conclusions

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching.  Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.

<p>Use of ICT in teaching, laboratory education, communication with students</p>			
<p><b>TEACHING METHODS</b>  <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Teaching methods</b></p>	<p><b>Workload</b></p>	<p><b>ECTS credits</b></p>
	<p>Lectures</p>	<p>39 hours (13 lectures x 3 h)</p>	<p>1,56</p>
	<p>Preparation for mid-term exam</p>	<p>30 hours</p>	<p>1,20</p>
	<p>Preparation for final exams</p>	<p>52 hours</p>	<p>2,08</p>
	<p>Final exams</p>	<p>2 hours</p>	<p>0,08</p>
	<p><b>Total</b></p>	<p><b>123 hours</b></p>	<p><b>5</b></p>
<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final exams (70% of the final grade), including:</p> <ul style="list-style-type: none"> <li>• multiple choice questions,</li> <li>• open-ended questions.</li> </ul> <p>Mid-term exam (30% of the final grade), including open-ended questions.</p> <p>Language of evaluation: Greek.</p>		

## (5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> <li>• Αναγνωστοπούλου, Τ. (2008). <i>Ηθική και Δεοντολογία στην Ψυχική Υγεία</i>. Θεσσαλονίκη: Ινστιτούτο Ψυχολογίας και Υγείας.</li> <li>• Calum, N. (2016). <i>Ethics and psychology. Beyond codes of practice</i>. London: Routledge.</li> <li>• Δουζένης, Α. (2014). <i>Ηθική και Δεοντολογία στην Ψυχική Υγεία</i>. Αθήνα: Εκδόσεις Βήτα.</li> <li>• Fisher, C. B. (2003). <i>Decoding the ethics code: A practical guide for psychologists</i>. Thousand Oaks, CA: Sage Publications.</li> <li>• Koocher, G.P., &amp; Keith-Spiegel, P. (2016). <i>Ethics in psychology and the mental health professions</i>. New York: Oxford.</li> </ul>
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- Sales, B. D., & Folkman, S. (2000). *Ethics in research with human participants*. Washington, D.C.: American Psychological Association.
- Κώδικες δεοντολογίας EFPA, APA, BPS, Συλλόγου Ελλήνων Ψυχολόγων.