

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	PSY-3107	SEMESTER OF STUDIES	6th
COURSE TITLE	ETHICS IN PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
PowerPoint lectures; video; interactive-experiential activities; group and individual reflection activities within the classroom.	3	6	
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>background, general knowledge, scientific area, skills development</i>	Background (Mandatory)		
PREREQUISITE COURSES:	Research Methodology in the Social Sciences I		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (Erasmus students will receive study materials in English. Their exams will be in English).		
ONLINE COURSE PAGE (URL)	The course page is not available in English		

2. LEARNING OUTCOMES

<p>Learning Outcomes <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i> ● <i>Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i> ● <i>Summary Guide to Writing Learning Outcomes</i>
<p>The aim of the course is to familiarize students with fundamental ethical principles that they should adopt as scientists, researchers, professional psychologists, but also responsible citizens.</p> <p>The specific objectives of the course are:</p> <ul style="list-style-type: none"> ● The familiarization of students with the modern moral and ethical requirements of the profession. ● To provide guidelines for the assessment and resolution of ethical dilemmas and the way of decision-making on such issues. ● To encourage students in self-observation so that they learn to recognize biases, attitudes, values and beliefs, which may affect their professional and ethical behaviour. ● To inform and familiarize students with ethical issues and ethical principles related to research, clinical practice, university, and life in general. <p>At the end of the course, students are expected to:</p> <ul style="list-style-type: none"> ● Understand the necessity of observing the fundamental principles of ethics and ethics codes in the exercise of their profession, but also in their daily life. ● Identify ethical dilemmas arising from the practice of the psychology profession of.

- Reflect on contemporary concerns and the inevitable challenges around issues of ethics.
- Reflect on the current ethical frameworks regarding the profession of psychologist (research, clinical practice, evaluation), but also on their behaviour in the academic field (e.g., plagiarism, copying, harassment).
- Develop critical thinking models that will help them behave ethically and responsibly in their lives.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them is the course aimed at?.

Search, analyze and synthesize data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Deriving new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstration of social, professional and ethical responsibility and sensitivity to gender issues

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

- "Translation/application" of scientific findings and theories in personal life and other subjects.
- Autonomous work
- Teamwork
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism.
- Demonstrate social, professional and moral responsibility and sensitivity to gender issues.
- Exercise of criticism and self-criticism.
- Exercise, self-affirmation, self-compassion, and self-improvement.

3. COURSE CONTENT

The content of the course is linked to the 5 main pillars of the curriculum: Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethical and Social Responsibility [3], Communication Ability [4], Basic Preparation for Career Decisions and Employment Prospects [5].

1st week. Introductory concepts A: Ethics and Ethical Codes [1, 3, 4]

Introduction to the course content and assessment methods. The philosophical basis of ethics and deontology. Clarification of key concepts (e.g., what is ethics, what is deontology, the connection between ethics and well-being/health). A distinction between "desirable ideals" and "imposed rules" of behavior.

2nd week. Introductory Concepts B: Codes of Conduct [1, 2, 3, 4, 5]

Code of Conduct in Psychology. Overview of the American Psychological Association's Code of Conduct. The five overarching moral principles. The ten rules/standards of the APA Code of Conduct. Exceptions to the rules of conduct. Examples of applying the Code of Conduct in practice. Identification/connection of personal and professional ethics. Code of conduct, ethics and best practice in animals.

Week 3. Introductory Concepts C: Ethical Decision Making. [1, 2, 3, 4, 5]

Areas in which psychologists must apply ethical decision-making skills. The five-stage model in ethical decision-making. Making decisions of urgency - extreme criticality.

4th week. Academic Ethics A: Ethics in Psychological Research I. [1, 2, 3, 4, 5]

Ethical standards in research. Historical framework for the development of ethical rules in research. Principles of ethics for participants (informed consent, voluntary participation,

anonymity, deception). Ethical principles for data (p hacking, falsified data, retraction/removal of publications).

5th week: Academic Ethics B: Ethics in Psychological Research II. [1, 2, 3, 4, 5]

Principles of ethics for findings (Culture of "publish or perish", transparency in reporting findings, principles and practices of Open Science.) Adherence to ethical standards in research and research quality. Effects of non-adherence to research ethical standards in real life. Open Science Applications: Citizen Science.

Week 6: Academic Ethics C: Ethics at the University [1, 2, 3, 4, 5]

Ethical principles and standards in teaching and learning. Acceptable and unacceptable practices in student life (copying, plagiarism, collaboration). Multifaceted relationships and boundaries in teacher-student relationships. Relationships between members of the academic community (power relations, harassing behaviours, workplace bullying).

7th week. Professional Ethics A: Ethics in Clinical Practice I. [1, 2, 3, 4, 5]

Clarification of ability/competence. Characteristics of a competent psychologist, possible exceptions to the rule of competence. Emotional adequacy and impairment. Issues of boundaries and self-disclosure in the work of the psychologist.

8th week. Professional Ethics B: Ethics in Clinical Practice II. [1, 2, 3, 4, 5]

Informed consent and confidentiality in therapy sessions. Confidentiality and Privacy Exceptions. Patients-clients who endanger their lives and the lives of others. Discontinuation-completion of treatment. Controversial - unethical psychological therapies.

Week 9: Mid-Term Exams (optional – 50%)

Week 10: Special Contexts and Populations A: Ethics in Minors [1, 2, 3, 4, 5]

Codes of Conduct for Children and Adolescents. Children Rights. Children and the criminal justice system. Children in vulnerable populations. Lifting of confidentiality and ethical issues in clinical practice, in the school environment or in other contexts.

Week 11: Psychologists in Society A: Psychology in the Public Sphere [1, 2, 3, 4, 5]

Psychologists advertising-promoting their work in society. The online presence of psychologists. The self-disclosure of psychologists on social media. The (correct) use of social media by psychologists.

Week 12: Psychologists in Society B: Distinction and Cooperation with Other Institutions and Professions [1, 2, 3, 4, 5]

Distinction and cooperation with other scientific professions (e.g. psychiatry, social work, etc.). Distinction from other professions (e.g. life coaching, mental health counselors, etc.).

Week 13: Psychologists in Society C: Controversial uses of psychology [1, 2, 3, 4, 5]

Psychology and advertising. Influencing consumer behaviour. Influencing the voter's behaviour. Methods of manipulating opinion.

4. TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>METHOD Face-to-face, Distance learning, etc.</i>	In Class (Face-to-Face)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in teaching Support of the learning process through the e-Learn online platform

<p>TEACHING ORGANIZATION</p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Literature Study & Analysis, Tutoring, Practical (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Assignments, Artistic Creation, etc.</i></p> <p><i>The student's study hours for each learning activity as well as the hours of unguided study are listed so that the total workload at semester level corresponds to the ECTS standards</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester Workload (hours)</th> <th>ECTS</th> </tr> </thead> <tbody> <tr> <td>Lectures. Individual and group activities within the classroom.</td> <td>89</td> <td>3,6</td> </tr> <tr> <td>Study and conduct of the final exam.</td> <td>50</td> <td>2</td> </tr> <tr> <td>Preparing for the course</td> <td>10</td> <td>0,4</td> </tr> <tr> <td>Course Total (25 hours of workload per credit)</td> <td>149</td> <td>6</td> </tr> </tbody> </table>			Activity	Semester Workload (hours)	ECTS	Lectures. Individual and group activities within the classroom.	89	3,6	Study and conduct of the final exam.	50	2	Preparing for the course	10	0,4	Course Total (25 hours of workload per credit)	149	6
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<p>STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Examination, Public Presentation, Laboratory Paper, Clinical Patient Examination, Artistic Interpretation, Other/Others</i></p> <p><i>Explicitly identified evaluation criteria and whether and where they are accessible to students are mentioned.</i></p>																		
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5. RECOMMENDED-BIBLIOGRAPHY

<p>Textbooks of the course on the "Eudoxus" platform [These books are written in Greek]</p> <ul style="list-style-type: none"> • Anagnostopoulou, T. (2024). Ethical Issues in Psychology and Mental Health. Thessaloniki: Institute of Psychology and Health. • Sotiropoulou, K. (2024). Professional Ethics in Counseling and Psychotherapy. Beta Medical Publications MEPE. <p>Selected bibliography:</p> <ul style="list-style-type: none"> • Knapp, S. J., VandeCreek, L. D., & Fingerhut, R. (2017). Practical ethics for psychologists: A positive approach. American Psychological Association. The book will be posted on the E-learn of the course in pdf format. • Chu, T. H., Sun, M., & Crystal Jiang, L. (2023). Self-disclosure in social media and psychological wellbeing: A meta-analysis. Journal of Social and Personal Relationships, 40(2), 576-599. https://doi.org/10.1177/02654075221119429. • Simionato, G., Simpson, S., & Reid, C. (2019). Burnout as an ethical issue in psychotherapy. Psychotherapy, 56(4), 470–482. https://doi.org/10.1037/pst0000261. • Knapp, S., Gottlieb, M. C., & Handelsman, M. M. (2018). The benefits of adopting a positive perspective in ethics education. Training and Education in Professional Psychology, 12(3), 196. http://dx.doi.org/10.1037/tep0000195. • Kouchaki, M., & Desai, S. D. (2015, March). Anxious, threatened, and also unethical: How anxiety makes individuals feel threatened and commit unethical acts. Journal of Applied Psychology, 100, 360–375. http://dx.doi.org/10.1037/a0037796. • Kolmes, K., & Taube, D. O. (2014). Seeing and finding our clients on the Internet: Boundary considerations in cyberspace. Professional Psychology: Research and Practice, 45, 3–10. https://doi.org/10.1037/a0029958.
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