

**Ethics**  
Psyc 829  
Fall, 2025

Instructor: Dr. Tim Salomons (He/him)  
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Office Hours: By appointment

**Intended Student Learning Outcomes**

To complete this course students will demonstrate:

1. Familiarity with the principles of professional self-regulation and the Canadian Psychological Associations Code of Ethics for Psychologists
2. The ability to develop a methodical approach to ethical case conceptualization
3. The ability to consult and collaborate with peers and mentors about the ethical implications of practice

**Course Outline and Reading List**

**Course Text**

Truscott, Derek and Crook, Kenneth. **Ethics for the Practice of Psychology in Canada**. Revised and expanded edition. PICA Press 2013 (available online through the Queen's library – no need to buy, unless you want your own copy)  
Cost: \$59.99

**The Canon**

*CPA Code of Ethics--see Canadian Psychological Association 4<sup>th</sup> edition (2017). Canadian Code of Ethics for Psychologists*. Ottawa: CPA. (on line at  
<http://cpa.ca/aboutcpa/committees/ethics/codeofethics/>

CPA 10 Step Process for Ethical Decision Making

[http://sylvialerette.weebly.com/uploads/1/6/2/9/16298212/10\\_steps.pdf](http://sylvialerette.weebly.com/uploads/1/6/2/9/16298212/10_steps.pdf)

The College of Psychologists of Ontario: Standards of Profession Conduct

<https://cpo.on.ca/members/professional-practice/standards-of-professional-conduct/>

The College of Psychologists of Ontario: Prevention of Sexual Abuse of Clients and Mandatory Reporting  
[https://cpo.on.ca/cpo\\_resources/prevention-of-sexual-abuse-of-clients-and-mandatory-reporting/](https://cpo.on.ca/cpo_resources/prevention-of-sexual-abuse-of-clients-and-mandatory-reporting/)

The College of Psychologists of Ontario: Professional Boundaries in Health Care Relationships

[https://cpo.on.ca/cpo\\_resources/professional-boundaries-in-health-care-relationships/](https://cpo.on.ca/cpo_resources/professional-boundaries-in-health-care-relationships/)

<https://www.crpo.ca/wp-content/uploads/2017/08/List-of-Reporting-Obligations.pdf>

JEE Notes College Registration (This is a collected set of notes summarizing key ethical principles from various sources that I used to prepare for my own ethics exam. Very handy! It will be uploaded to course material in OnQ).

**WEEK 1 (02/09-08/09)**  
**Introduction and Personal Reflections**

Tell us one interesting fact about yourself, and reflect on a challenge you expect to face in approaching clinical work from an ethical standpoint (e.g. a personal bias or some aspect of yourself that you expect to be relevant to how you conduct yourself in the clinic).

**WEEK 2-3 (09/09-22/09)**  
**Learning Ethical Standards/Ethics Exam**

Truscott & Cook ch 1 (pg 2-15)

Read "The Canon" (see course readings above)

**WEEK 4 (23/09-29/09)**  
**Competence and Credentials (GUEST: TBD)**  
Truscott & Cook chapter 2 (up to reflective journal)

Thriault, A., Gazzola, N., & Richardson, B. (2009). Feelings of incompetence in novice therapists: Consequences, coping, and correctives. *Canadian Journal of Counselling, 43*(2), 105-119.

Wise, E. H. (2008). Competence and scope of practice: Ethics and professional development. *Journal of Clinical Psychology, 64*(5), 626-637.

<https://www.apa.org/monitor/2018/05/ce-corner>

REVIEW

The College of Psychologists of Ontario: Standards of Profession Conduct (Sections 3, 5 & 6)

**WEEK 5 (30/09-06/10)**  
**Consent and Confidentiality (GUEST: TBD)**

Truscott & Cook ch 5 (78-87) and 6 (96-104)

A Guide to the Personal Health Information Protection Act  
<https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf>

Lustgarten, S. D., & Elhai, J. D. (2018). Technology use in mental health practice and research: Legal and ethical risks. *Clinical Psychology: Science and Practice, 25*(2), 1-10.

<http://dx.doi.org.proxy.queensu.ca/10.1111/cpsp.12234>

REVIEW

**WEEK 6                    THANKSGIVING BREAK**

**WEEK 7                    (14/10-20/10)**

**Boundaries and Multiple Relationships (GUEST: Irwin Altrows)**

Truscott & Cook Chapter 8 (131-141)

Pope, K. S., & Keith-Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences. *Journal of Clinical Psychology, 64*, 638-652.

Barnett, J.E., Lazarus, A.A., Vasquez, M.J.T., Moorehead-Slaughter, O., Johnson, W.B. (2007). Boundary issues and multiple relationships: Fantasy and reality. *Professional Psychology: Research and Practice, 38*(4), 401-410.

**REVIEW:**

The College of Psychologists of Ontario: Prevention of Sexual Abuse of Clients and Mandatory Reporting

The College of Psychologists of Ontario: Professional Boundaries in Health Care Relationships

**WEEK 8                    (21/10-27/10)**

**Suicidality (GUEST: Jeremy Stewart)**

Ho, A. O. (2014). Suicide: rationality and responsibility for life. *The Canadian Journal of Psychiatry, 59*(3), 141-147.

Kene, P., Yee, E. T., & Gimmetstad, K. D. (2019). Suicide assessment and treatment: Gaps between theory, research, and practice. *Death studies, 43*(3), 164-172.

Jobes, D.A., Rudd, M.D., Overholser, J.C., & Joiner, T.E. (2008). *Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice*. *Professional Psychology: Research and Practice 39* (4), 405-413.

**WEEK 9                    (28/10-03/11)**

**Duty to Warn – Abuse/Neglect/Harm to Others (GUEST: TBD)**

Fact Sheet: Disclosure of Information Permitted in Emergency or other Urgent Circumstances

Sheppard, Glenn, “Duty to Warn” from Notebook on Ethics, Legal Issues, and Standards for Counsellors

Bersoff, D. N. (2014). *Protecting victims of violent patients while protecting confidentiality*. *American Psychologist, 69*, 461– 467.

Walters, D. (1995). Mandatory reporting of child abuse: Legal, ethical, and clinical implications within a Canadian context. *Canadian Psychology/Psychologie canadienne, 36*(3), 163.

**WEEK 10                    (04/11-10/11)**

## **Cultural Competence (GUEST: Arunima Khanna)**

Truscott & Cook Chapter 9 (148-159)

American Psychological Association. 2017. *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

(NOTE: The full document is included in your readings and you're encouraged to read it at your leisure, but only the guidelines themselves on page 4-5 are required reading).

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American psychologist*, 62(4), 271.

## **WEEK 11 (11/11-17/11)**

### **Sexual Identity and Orientation (GUEST: Caroline Pukall)**

American Psychological Association. (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, 70(9), 832-864.

American Psychological Association. (2011). Guidelines for Psychological Practice With Lesbian, Gay, and Bisexual Clients. *American Psychologist*, 67(1), 10-42

## **WEEK 12 (18/11-24/11)**

### **Forensics, Assessment, and Interactions with the Legal System (GUEST: Robert Rowe)**

American Psychological Association. (2013). Specialty guidelines for forensic psychology. *The American Psychologist*, 68(1), 7-19.

## **REVIEW**

The College of Psychologists of Ontario: Standards of Profession Conduct (Section 10)

## **WEEK 13 (25/11-01/12) (GUEST: Dean Tripp)**

### **Ethics in Academia and Research**

Truscott & Cook Chapter 11 (186-198)

This week's "reading" assignment will be to complete your CORE training (TCPS 2 Course on Research Ethics). Send your completed certificate as proof of completion:

<https://tcps2core.ca/welcome>

(note that some of you will have done this already if you have completed an ethics application. If not, you very likely will need this soon!)

## **GRADING**

Ethics Exam	15%	
Quizzes	15%	End of Day Monday
Presentations	35%	See presentation schedule
Participation	35%	

At this level it is expected that students are internally motivated and participating fully for the sake of their own professional development. As such, precise grading will only come into effect if you fall well below the class standard on a particular assignment or are not participating in good faith. Everyone who participates in

all aspects of the course in good faith and completes assignments to a standard appropriate for this level will do well in the course.

### Ethics Exam

To ensure that you have read and familiarized yourself with basic ethical principles prior to beginning the case study portion of the class, all students will be required to pass a mock ethics exam (fashioned after the College of Psychologists of Ontario Jurisprudence and Ethics Examination and similar exams run in other jurisdictions) **BEFORE** the beginning of the case study series (Week 4, September 23). The ethics exam will feature 20 multiple choice questions based on “the Canon” readings, and a passing grade is  $\geq 75\%$  (15/20). You will be given 30 minutes to complete the exam and will have 2 opportunities to pass (i.e. one “re-write” is allowed), so ensure that you have sufficient time to complete the exam in an uninterrupted fashion. The exam will be open book, but given the limited time available, you will not have time to look up every answer so are strongly encouraged to review and know the material prior to beginning the exam. The exam will test knowledge of “The Canon” (see Course Outline and Reading List above). No other course readings will be covered. Knowing this material will help you throughout the course, and throughout your clinical training, so take the opportunity to learn it! Use of AI tools to assist with the exam or quizzes is strictly forbidden and will be considered a serious breach of academic integrity.

As with quizzes, it is expected that the exam will be completed by each individual ON THEIR OWN, and that content will not be shared with others. Breaches will be considered academic integrity violations. Students not passing the exam after 2 tries should contact the instructor to make special arrangements. The exam will be available between September 17th and 22nd.

### Quizzes

To ensure you are familiar with the readings, and ready to talk about them in the Discussion forum and in response to your peers’ reaction papers, there will be a weekly multiple-choice quiz. Students who do the readings should do well on the questions.

Multiple choice questions will be made available in OnQ at 9am on Sunday each week and will be directly based on the readings for the upcoming week. They can be completed in an “open book” fashion but you will only have 10 minutes to complete a quiz consisting of 5 questions, so it is highly recommended that you complete the readings prior to starting the quiz. You are expected to complete these questions on your own and sharing answers with your peers will be considered a breach of academic integrity. There will be plenty of opportunity to discuss the reading material with your peers in the Discussion Forum, so don’t use quizzes for this purpose. **You will have one chance to complete the quiz, so do not start the quiz unless you are ready to complete it.**

There might be technical issues that arise on your end while you are attempting to complete the quiz, or circumstances might prevent you from completing it one week. It isn’t feasible for me to judge the validity of these issues on an individual basis so to account for such issues, everyone’s worst quiz will be dropped from their final mark. Grades will be released after the quiz has closed for everyone.

Quiz Schedule	Opens	Closes
WEEK 1-3	No Quiz	
WEEK 4 Readings:	28/09 09:00am	29/09 11:59pm
WEEK 5	05/10 09:00am	06/10 11:59pm
WEEK 6:	No Quiz	
WEEK 7 Readings:	19/10 09:00am	20/10 11:59pm
WEEK 8 Readings:	26/10 09:00am	27/10 11:59pm

WEEK 9 Readings:	02/11 09:00am	03/11 11:59pm
WEEK 10 Readings:	09/11 09:00am	10/11 11:59pm
WEEK 11 Readings:	16/11 09:00am	17/11 11:59pm
WEEK 12 Readings:	23/11 09:00am	24/11 11:59pm
WEEK 13	No Quiz	

## Presentations

Every week you will be given a case study to consider. Two of you will be tasked with putting together a short (10-20 minute) discussion-style video (a recorded Zoom or Teams chat?) in which you present an ethical case analysis based on the CPA's 10 Step Process for Ethical Decision Making. While you're encouraged to make a video that is engaging, don't obsess about production values (i.e. if you've prepared the content, it shouldn't take hours upon hours to make the video). You may include powerpoint slides, but limit it to a small handful (1-5). I'm looking for a discussion that will kick off further class discussion, not a narrated powerpoint presentation. You will be expected to incorporate relevant material from the readings and "the Canon" into your case analysis.

You will submit your video by the end of the Monday prior to the in-person discussion (see Discussion schedule for dates). I will post your video in OnQ as an interactive video in Feedback Fruits. This will allow other class members and I (and possibly guest experts....) to engage in an ongoing discussion. One of your tasks as co-presenters will be to facilitate discussions. You should include discussion questions (minimum 3) in your presentation which can kickstart online discussion, and to engage with your classmates in these discussions. Using source materials in your questions and/or discussion is strongly encouraged.

Presentations will be graded for analysis, facilitation of discussion, and use of source materials (especially "the Canon"). Groups who participate in good faith will do well.

### A strong presentation will:

- Present a clear, methodical approach to ethical decision making in the case
- Incorporate relevant material from the "The Canon", weekly readings and any other material you deem relevant
- Be engaging!

### Good discussion engagement will:

- Be inclusive, bringing people into discussion
- Be unafraid to question or challenge where appropriate, but always civil and respectful.
- Be timely: Responding early allows your peers time to respond to your discussion comments. Remember that your aim is to provoke further discussion and your peers are being encouraged to comment on the current week's material.

## Weekly Discussions

Every week we will gather at 10am on Monday to discuss the case study and online discussion. This will be a time for more expansive discussion (I encourage you to keep comments short in the discussion forum, this will be the chance to go a little further if needed) and personal reflection. I will invite guests (faculty and clinical supervisors from the community) who will have viewed the case presentation and online discussion and will provide their expertise and expertise to the discussion.

## Participation

The goal of the course is to foster informed discussion of ethical issues. Discussion can't occur without participation, so 35% of the mark will be given for participation in discussions throughout the course. Participation will be primarily in the form of comments on the weekly presentations, and participation in the live discussion at the end of the week. Unexcused absences from weekly discussion sessions will have a strong impact on your participation grade.

A sub-goal of the course is to develop your ability to communicate about scientific and clinical issues in online forums in a concise and productive way. As such, I'd like you to try and limit your comments to 280 characters (like a tweet!). This is not a strict limit (the software won't allow me to constrain comment length, nor am I particularly inclined to go through and check), but I want to strongly encourage you to keep responses short, as this not only helps you practice "saying a lot with a little" (a highly underrated skill in academics!), but will make it easier and more fun for others to read, and will save you from feeling like your every comment has to be an essay. Similarly, you are welcome to comment as often as you like (the point is good discussion after all!), but I want to avoid an "arms race" where people see others commenting multiple times on every post and feel they have to "keep up". Here are some guidelines on what constitutes good participation:

\*Try to make at least a few substantive comment on each video or document posted. Encouraging comments (e.g. "Great summary!") are welcome and encouraged, but won't, by themselves, count as substantive comments. As mentioned above, you are free to comment more often, but if you've contributed in good faith to the discussion, there is no need to add more simply because you see others doing so (I'm happy to see more, but don't want anyone to feel pressured to "keep up" – this should be fun and interesting).

\*The expectation is that you will comment on the current week's material in the week it is posted. The point of the assignment is to foster discussion, so we want people focused on the same material at the same time. Consider your comments "due" at end of the current week. This is a soft deadline and you may obtain partial credit for going back and adding comments to previous weeks' discussion, but only do so after you have commented on the current week's material.

\*Engage with your peers. A thought-provoking comment on its own is great, but a thought-provoking comment that builds off what someone else has said, or encourages others to participate is even better!

\*Be civil! Discussion without any disagreement or challenge isn't really discussion, but if you can't find a way to do so without belittling or insulting others, you've failed. The University's Discussion Guidelines are included below. Comments that are judged to be in violation of these guidelines will be flagged (probably in the form of an email from the instructor) and potentially removed. Repeat offences may result in loss of participation marks and even a ban from discussion forums. As a rule of thumb, talk to people as if you were chatting face to face.

\*Don't overthink the grading on this – if you participate in good faith and do your best to make the discussions interesting and productive, you will do fine.

How to comment on interactive videos

<https://help.feedbackfruits.com/en/articles/2640125-interactive-video-student-perspective>

How to create and comment on interactive documents

<https://help.feedbackfruits.com/en/articles/2268427-interactive-document-student-perspective>

## Queen's Discussion Guidelines

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

### Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

***Queen's Official Grade Conversion Scale***

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late Policy: The course is based around weekly discussion of the case studies and reading material. It is therefore essential that discussion videos be submitted in a timely matter. A late penalty of 15% per day will therefore be applied. If you anticipate scheduling problems for a particular week, or delays in submitting your video, let me know as early as possible.

For weekly multiple choice questions, late submission is not possible and students who have not submitted prior to Monday at midnight will not receive any credit for those questions.

### **Important University Dates**

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Important Dates](#).

## **Equity, Diversity, and Inclusivity Statement**

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples.

## **Land Acknowledgement**

To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands. – [Four Directions Indigenous Student Centre, Queen's University](#)

## **Statement on Academic Integrity**

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

- *Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:*
  - <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
  - <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
  - [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

## **Technology**

Although our weekly case study discussion will occur in person, there is a substantial component (e.g. Feedback Fruits discussion, quizzes etc.) that is online. Also, given the unpredictability of the pandemic, it is also possible that class discussions may move online for parts of the term. Students should be encouraged when possible to work with the most recent versions of software including web browsers, Java, Flash and Adobe Reader.

### **Web Browsers**

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

### **Internet Speed**

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

### **Copyright of Course Materials**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

### **Accommodations for Disabilities**

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senate-andtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **Academic Consideration for Students with Extenuating Circumstances**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science

undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Tim Salomons  
tim.salomons@queensu.ca