

Identification	Subject	Ethical Principles in Psychology, CPSY635 3KU (6 ATKS)
	Department	Psychology
	Program (Bachelor, master)	Master
	Term	Fall Semester 2026
	Instructor	Qumru Şərifova
	Email:	bygumru@hotmail.com
	Classroom/hours	Online synchronous course
Language	English	
Compulsory/Elective	Compulsory	
Prerequisites	-	
Textbooks and course materials	Core textbook Knapp, S. J., & Fingerhut, R. (2024). Practical Ethics for Psychologists: A Positive Approach (4th ed.). American Psychological Association. Local/core reference Şərifova, Q. (2024). Psixologiyada etik kodeks: Psixoloqların rəhbəri [Ethical Code in Psychology: A Guide for Psychologists]. Əjdaha Kitab. https://doi.org/10.36719/42/2024 Primary professional codes and guidance American Psychological Association. (2017). Ethical Principles of Psychologists and Code of Conduct (2002, amended 2010 and 2016). Current official code; any formally adopted update during the semester will supersede assigned sections. International Union of Psychological Science & International Association of Applied Psychology. (2008). Universal Declaration of Ethical Principles for Psychologists. British Psychological Society. (2021). Code of Ethics and Conduct. European Federation of Psychologists' Associations. (2025). Meta-Code of Ethics. Recommended reference Fisher, C. B. (2022). Decoding the Ethics Code: A Practical Guide for Psychologists (5th ed.). SAGE. Additional course materials APA Guidelines for the Practice of Telepsychology (2024); APA Ethical Guidance for AI in the Professional Practice of Health Service Psychology (2025); Belmont Report; Azerbaijan Republic Law No. 1385-VQ "On Psychological Assistance" (2018); Khazar University Generative AI Rules.	
Course description	This second-year undergraduate course introduces the ethical foundations of psychology as a science and profession. It examines ethical reasoning, professional codes, and the relationship among ethics, law, institutional policy, and cultural context. Students learn to identify and analyze ethical dilemmas across research, assessment, education, helping relationships, digital environments, and public communication. Particular attention is given to the APA Ethics Code, international frameworks (IUPsyS, BPS, EFPA), and the Azerbaijani professional and legal context. The course emphasizes structured ethical decision-making, protection of rights and welfare, professional competence, informed consent, confidentiality, boundaries, fairness, academic integrity, and responsible use of artificial intelligence.	
Course objectives	1. Build a clear conceptual foundation in professional and research ethics in psychology. 2. Develop structured ethical decision-making skills rather than rule memorization alone. 3. Connect international ethical standards with local professional, legal, and cultural contexts. 4. Strengthen students' ability to recognize ethical risk, justify decisions with appropriate sources, and communicate ethical reasoning professionally. 5. Promote responsible conduct in research, digital environments, social media, and the use of generative AI.	
Learning Outcomes	By the end of the course, students will be able to:	

	LO1. Distinguish ethics, morality, law, professional standards, and institutional policy. LO2. Identify and explain major ethical principles and standards relevant to psychology. LO3. Apply a structured ethical decision-making model to realistic psychology cases. LO4. Analyze ethical issues involving competence, consent, confidentiality, boundaries, assessment, research, education, therapy, and public communication. LO5. Recognize conflicts among ethical principles, laws, organizational demands, cultural values, and stakeholder interests. LO6. Support ethical decisions using professional codes, scholarly sources, and local legal/professional guidance. LO7. Evaluate ethical risks associated with telepsychology, social media, digital records, and AI, including privacy, bias, transparency, and accountability. LO8. Demonstrate academic integrity, confidentiality awareness, respectful professional communication, and responsible use of AI.		
Teaching methods	Case analysis (structured ethical decision-making)		+
	Group discussion		+
	Interactive lecture / guided reading / polls		+
	Critical analysis of assigned video lectures, expert interviews, podcasts, and other audiovisual materials		+
	Simulation / role-play / ethical dilemma exercises		+
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	xx.11.2026	30
	Practical Assignment (Narrative Review)	Assignment 1: 25.11.2026	20
	Active participation	During semester	5
	Attendance	During semester	5
	Final Exam	Final examination period (date TBA)	40
	Total		100
Class Policy	This is a synchronous online course and active participation is an essential part of the learning process. Students are expected to join classes on time, remain present throughout the instructional session, and participate from an environment that allows focused and professional engagement. Students are expected to keep their cameras on during class, particularly during discussions, case analyses, presentations, polls, simulations, and other interactive activities. Students should respond when addressed, contribute to discussions, ask relevant questions, and complete assigned in-class tasks according to the instructions provided. Merely logging into the online session does not constitute active participation. Legitimate accessibility needs, documented technical difficulties, or other exceptional circumstances will be considered in accordance with university policy. Attendance and Punctuality Attendance will be recorded during synchronous sessions in accordance with university regulations. Students are responsible for: • joining the class on time; • remaining present for the full instructional period; • informing the instructor when a significant technical or other legitimate problem prevents participation;		

- independently reviewing missed course materials and completing any required work.

Repeated late arrival, early departure, or extended absence from the online session may affect attendance and/or participation records in accordance with university policy.

Professional and Respectful Discussion

Ethical issues in psychology frequently involve uncertainty, competing values, cultural differences, and legitimate disagreement. Students are encouraged to question assumptions, consider alternative perspectives, and critically evaluate professional decisions.

Disagreement is welcome; disrespect is not.

Students are expected to:

- critique ideas rather than individuals;
- communicate professionally;
- avoid discriminatory, humiliating, or hostile language;
- listen to alternative perspectives;
- demonstrate respect for cultural, individual, and professional differences;
- support claims with ethical reasoning and, where appropriate, scientific evidence.

The purpose of discussion is not simply to identify a “correct answer,” but to develop the ability to **reason ethically, recognize competing responsibilities, anticipate consequences, and justify professional decisions.**

Confidentiality and Case Material

Because the course includes ethical case discussions, students must maintain appropriate standards of confidentiality.

Students must **not disclose identifiable information** about real clients, patients, research participants, classmates, colleagues, family members, or other private individuals.

Cases discussed in class or submitted for assignments should be:

- fictional;
- based on published material; or
- sufficiently de-identified so that no individual can reasonably be recognized.

Students must not share, photograph, screenshot, reproduce, upload, or distribute classroom discussions, case materials, recordings, or other students’ contributions without explicit permission.

Assigned Readings and Audiovisual Materials

Assigned textbook chapters, professional guidelines, research articles, video lectures, expert interviews, podcasts, and other audiovisual materials are considered part of the official course content.

Students are expected to **read, watch, or listen to assigned materials in full and critically analyze them.**

Students may be asked to:

- identify ethical dilemmas presented in the material;

- distinguish relevant ethical principles;
- compare competing perspectives;
- evaluate professional decisions;
- connect the material to ethical codes and scientific evidence;
- discuss alternative courses of action.

Assigned materials may be assessed through **class activities, discussions, examinations, or other course assessments.**

Academic Integrity

Students are expected to uphold high standards of academic integrity.

The following are prohibited:

- plagiarism;
- fabrication or falsification of information;
- fabricated or unverifiable references;
- unauthorized collaboration;
- contract cheating;
- presenting another person's or an AI system's work as one's own;
- misrepresentation of authorship;
- intentional distortion of scientific sources.

Students must consult the **original source** before citing academic material. References should not be included solely because they were suggested by a search engine, AI system, secondary source, or another student.

Written work should follow **APA 7th edition** referencing unless otherwise specified.

Generative Artificial Intelligence Policy — Partial Permission

Generative AI may be used only within the limits specified by the instructor and Khazar University policy.

For general learning activities, permitted uses may include:

- identifying potentially relevant literature;
- generating search terms;
- organizing personal study materials;
- generating private practice questions;
- limited grammar and language checking where specifically permitted.

Generative AI must **not replace the student's own intellectual work, ethical reasoning, interpretation, or critical analysis.**

AI use is prohibited during:

- the Midterm Examination;
- the Final Examination;
- quizzes or other assessments unless explicitly authorized.

For the **Narrative Review Practical Assignment**, a stricter rule applies: AI tools may be used **only to assist in locating potentially relevant academic literature**. Students must personally access, read, evaluate, and cite the original publications. AI must not be used to write, paraphrase, synthesize, interpret, analyze, or generate sections of the review.

All references must be **real, verifiable, and checked against their original sources**. Fabricated, hallucinated, or unverified citations are unacceptable.

Students remain fully responsible for the accuracy, originality, scientific validity, and authorship of all submitted work.

Data Protection and Responsible AI Use

Students must never upload confidential or sensitive material to generative AI platforms.

This includes:

- identifiable client or patient information;
- personal information about classmates or other individuals;
- unpublished research data;
- identifiable participant data;
- psychological test items or restricted assessment materials;
- confidential institutional documents;
- examination questions or other protected course materials.

Responsibility for protecting confidential information remains with the student.

Assessment Conduct

All individual assessments must represent the student's own knowledge and reasoning.

During examinations, unauthorized materials, communication with other individuals, external assistance, and generative AI tools are prohibited.

Assessment of ethical scenarios will emphasize students' ability to:

- recognize the ethical problem;
- identify relevant stakeholders;
- apply appropriate ethical principles and professional standards;
- identify competing duties;
- consider reasonable alternatives;
- anticipate risks and consequences;
- justify a professionally defensible course of action.

Memorization of ethical codes alone is not sufficient. Students are expected to demonstrate ethical reasoning.

Assignment Submission and Deadlines

Assignment instructions, submission procedures, and deadlines will be announced through the official course platform/LMS.

Students are responsible for:

- reviewing assignment instructions carefully;
- submitting the correct document before the deadline;
- ensuring that submitted files can be opened and read;
- retaining a copy of submitted work.

Requests for extensions or alternative arrangements should be made **as early as reasonably possible** and will be considered in accordance with university policy.

	Course Communication A WhatsApp group will be created for general course communication, announcements, reminders, and information relevant to the whole class. Students are expected to use the group professionally and only for course-related purposes. For individual academic questions or matters that should not be discussed in the group, students may contact the instructor by e-mail at bygumru@hotmail.com. The instructor's private phone number should not be used for personal matters, non-course-related communication, or unnecessary individual messaging. Students are expected to respect professional boundaries and use the designated course communication channels whenever possible.
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Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments
1	16.09.2026	Foundations of Professional Ethics in Psychology Ethics vs. morality, law, professional standards, and institutional rules; positive ethics; why psychology needs ethical codes; introduction to global and Azerbaijani contexts.	Knapp & Fingerhut, Ch. 1, pp. 3–14; Şərifova, Foreword/Introduction, pp. 13–20; APA Code: Introduction, Preamble & General Principles; IUPsyS/IAAP Universal Declaration: Preamble. Podcast: https://youtu.be/SaGEDVUyloI?si=iencslML7pctCLGh https://youtu.be/Irj2EzfCLUc?si=5uLeQsDUUnlp3diq5
2	23.09.2026	Ethical Principles, Codes, and Decision-Making APA General Principles; aspirational principles vs. enforceable standards; comparing APA, IUPsyS, BPS, and EFPA frameworks; conflicts with law/organizations; structured ethical decision-making.	Knapp & Fingerhut, Ch. 4, pp. 43–58; Şərifova, Section I, pp. 21–35; APA Standard 1; IUPsyS/IAAP Principles I–IV.
3	30.09.2026	Competence and Professional Responsibility Limits of competence; training and supervision; referral/consultation; new areas of practice; personal impairment; competence in diverse contexts and technology-mediated work.	Knapp & Fingerhut, Ch. 5, pp. 59–90; Şərifova, Section II, pp. 36–51; APA Standard 2.
4	7.10.2026	Informed Consent, Autonomy, and Shared Decision-Making Elements of valid consent; voluntariness and comprehension; capacity and assent; third-party involvement; ongoing consent; local legal context.	Knapp & Fingerhut, Ch. 6, pp. 91–104; Şərifova, §3.10–3.12, pp. 66–72; Azerbaijan Law “On Psychological Assistance,” Arts. 8–9; relevant APA consent standards.
5	14.10.2026	Human Relations, Boundaries, and Conflicts of Interest Avoiding harm and exploitation; discrimination/harassment; conflicts of interest; multiple relationships; boundary crossings and violations; power asymmetries.	Knapp & Fingerhut, Ch. 7, pp. 105–130; Şərifova, Section III (selected), pp. 52–65; APA Standard 3.
6	21.10.2026	Privacy, Confidentiality, and Disclosure Privacy vs. confidentiality; limits of confidentiality; disclosures and consultation; recording; minimizing intrusions; confidentiality in teaching and online contexts.	Knapp & Fingerhut, Ch. 8, pp. 131–152; Şərifova, Section IV, pp. 73–85; APA Standard 4.

7	28.10.2026	Public Statements, Records, and Professional Representation Advertising and public claims; media communication; testimonials; record keeping; fees and financial arrangements; ethical professionalism in public-facing roles.	Knapp & Fingerhut, Ch. 13, pp. 223–236; Şərifova, Sections V–VI, pp. 86–107; APA Standards 5–6.
		MIDTERM EXAM – after completion of Week 7 content	Weeks 1–7 readings and cases
8	4.11.2026	Ethics in Education, Training, and Supervision Power and responsibility in teacher–student relationships; accurate course/training descriptions; evaluation; student privacy; boundary issues; introductory supervision ethics.	Knapp & Fingerhut, Ch. 14, pp. 237–252 (Ch. 15, pp. 253–268 recommended); Şərifova, Section VII, pp. 108–120; APA Standard 7.
9	11.11.2026	Research Ethics: Human Participants and Ethical Review Research vs. practice; ethics/IRB review; informed consent; vulnerable participants; incentives; deception; debriefing; risk–benefit and justice.	Knapp & Fingerhut, Ch. 16, pp. 269–281; Şərifova, §8.01–8.09, pp. 121–138; Belmont Report: Basic Principles & Applications; APA §8.01–8.09.
10	18.11.2026	Research Integrity, Publication Ethics, and Academic Authorship Accurate reporting; fabrication/falsification; plagiarism; authorship and publication credit; duplicate publication; data sharing; reviewing; AI-assisted academic work.	Knapp & Fingerhut, Ch. 16, pp. 282–292; Şərifova, §8.10–8.15, pp. 139–147; APA §8.10–8.15; Khazar University Generative AI Rules, Sections 5–9.
11	25.11.2026	Ethics of Psychological Assessment Competence in assessment; selecting and interpreting tests; fairness and bias; informed consent; feedback; obsolete tests; test data and test security.	Knapp & Fingerhut, Ch. 10, pp. 171–186; Şərifova, Section IX, pp. 149–168; APA Standard 9.
12	2.12.2026	Ethical Issues in Therapy and Helping Relationships Informed consent in therapy; couples/families/groups; coordination and referral; sexual boundaries; interruption/termination; responsibilities when values conflict.	Knapp & Fingerhut, Ch. 12, pp. 201–222; Şərifova, Section X, pp. 169–186; APA Standard 10.
13	9.12.2026	Digital Ethics: Telepsychology, Social Media, and Artificial Intelligence Competence and jurisdiction; informed consent online; privacy/data security; digital boundaries; social media and public statements; AI transparency, bias, misinformation, human oversight, and accountability.	APA Guidelines for the Practice of Telepsychology (2024), assigned sections; APA Ethical Guidance for AI in Health Service Psychology (2025), assigned sections; Khazar University Generative AI Rules; review Şərifova, pp. 73–107. https://www.google.com/search?q=dr+roman+yampolskiy+the+diary+of+a+ceo&oq=Dr.+Roman+Yampolskiy+dia&gs_lcrp=EgZjaHJvbWUqCggBEAAAYChgWGB4yBggAEEUYOTIKCAEQABgKGBYYHjIICAIQABgWGB4yCggDEAAAYgAQYogQyCggEEAAAYgAQYogQyBggGEEUYPTIGCAcQRRg90gEINjE0M2owajeoAgCwAgA&sourceid=chrome&source=chrome.ob&ie=UTF-8#fpstate=ive&vld=cid:c6b12c09,vid:UclrVWafRAI,st:0

			https://youtu.be/VZZ0eiBUXZ4?si=aH47ZcpoenuR3Tas
14	16.12.2026	Diversity, Justice, Human Rights, and Cross-Cultural Ethics Justice and social justice; cultural humility; discrimination and bias; respect for persons and peoples; ethics across cultural/legal contexts; limits of exporting one code as universal.	Knapp & Fingerhut, Ch. 3, pp. 33–42 and Ch. 5, pp. 66–77 (selected); IUPsyS/IAAP Principles I–IV; BPS (2021) §3.1–3.4; EFPA Meta-Code (2025), assigned sections.
15	23.12.2026	Integrative Ethical Case Conference and Course Synthesis Students integrate ethical principles, standards, stakeholder perspectives, law/policy, culture, and consequences to defend a reasoned decision. Comparative case discussion and final review.	Review Knapp & Fingerhut, Ch. 4, pp. 43–58; Şerifova, Section I, pp. 21–35; selected codes and course materials. In-class/online integrative case conference.
16		FINAL EXAM – cumulative, with emphasis on Weeks 8–15	All assigned readings; emphasis on Weeks 8–15