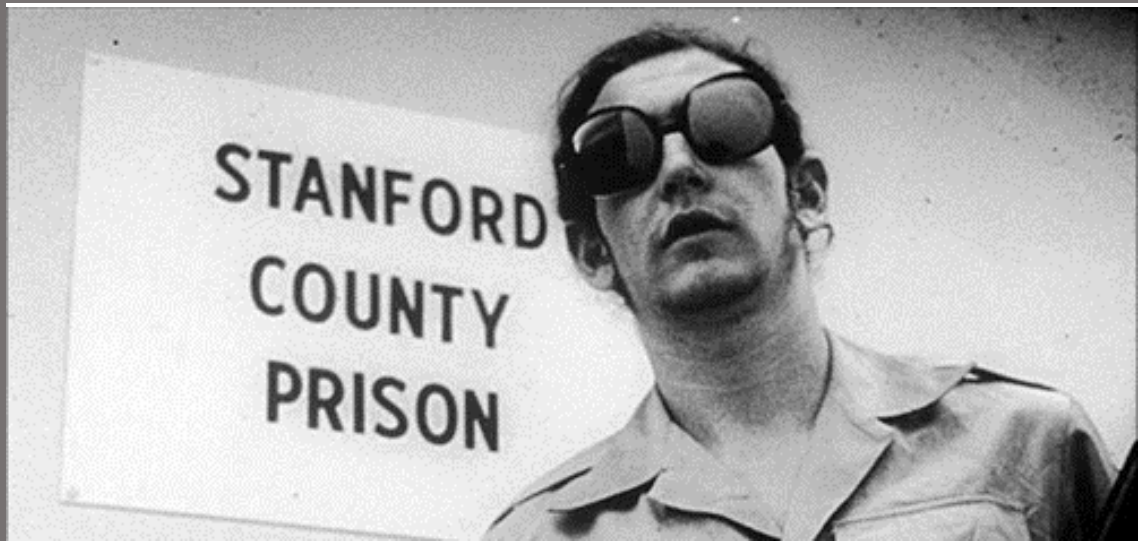


# Ethics, Professional Issues, and Diversity in Psychological and Brain Sciences

## PSY 756



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### THE COURSE

Examination of ethical, professional, and diversity and inclusion issues related to the practice of experimental psychology. Topics include ethics, publishing, grant funding, the professoriate, scientific misconduct, protection of human and nonhuman subjects, and diversity in experimental psychology. See the schedule for more details.

Readings will be distributed on WebCampus.

### LEARNING OBJECTIVES

1. Describe the code of ethics in psychology.
2. Recognize issues of professional conduct and behavior in experimental psychology.
3. Define important issues about the responsible conduct of research.
4. Explain important diversity, equity, and inclusion issues in the profession.
5. Demonstrate critical evaluation of ethics issues and policies regarding experimental psychology.
6. Demonstrate scholarly oral communication by leading and participating in class discussion.
7. Demonstrate scholarly written communication by writing a grant proposal relevant to your field of study.

# ASSIGNMENTS

1. GRANT PROPOSAL (65%)
  - a. Letter of Intent (20%)
  - b. IRB proposal (5%)
  - c. Budget (5%)
  - d. Proposal (60%)
  - e. Presentation (10%)
2. PRESENTATION (15%)
3. SCENARIOS (5%)
4. CV & DIVERSITY STATEMENT (5%)
5. PARTICIPATION (10%)

## CLASS POLICIES

- We will be talking about some sensitive and controversial topics. Keep an open mind about your classmates' opinions and treat them with respect.
- Please don't use social media or your computer/phone in other ways while in class unless you are looking up something relevant to the discussion.
- No recording unless a disability requires it.
- Late assignments (aside from presentations) will be accepted, but will lose 5 points per day late.
- Be on time!

## PSYCHOLOGY ETHICS IN THE MOVIES

The Truman Show  
Three Identical Strangers  
Kumaré: A True Film About a False Prophet  
Bedlam  
One Flew Over the Cuckoo's Nest  
Eternal Sunshine of the Spotless Mind  
Sybil  
Homecoming  
The Stanford Prison Experiment

## ASSIGNMENT DETAILS

- The grant proposal is 65% your grade, but is composed of several components. The grant proper will include a one-page (single-spaced) Project Summary Page and a Project Description of a maximum of 6 pages (single-spaced), with as many additional pages as you need for references. You will turn in a two-page, single-spaced letter of intent halfway through the semester, as well as an IRB application, a budget, and a budget justification. You will submit your grant and present your proposal at the end of the semester.
- You will lead discussion of one class with a presentation and guiding questions. You will meet with me one week prior to go over your plan of attack. Your PowerPoint slides are due to me the day of your presentation.
- You will write ethics scenarios on two different topics and share them in class for discussion. These are due to me on the days you are presenting them.
- You will turn in your CV and a diversity, equity, and inclusion statement as though you were applying for a job.
- You are expected to participate in class. You will receive mid-semester feedback on your in-class participation.
- You should have opinions about the material. If you have no opinion, be prepared to explain why.

# SCHEDULE



Date	Presenter	Scenarios	Topic
1/21			Overview and Diversity & Inclusion
1/28			Diversity & Inclusion
2/4			Ethics [CV & DEI due]
2/11			Ethics
2/18			Research Misconduct
2/25			IRB & IACUC
3/4			Writing [LoI due]
3/11			Reviewing & Presenting
3/18			
3/25			Grants [IRB due]
4/1			Replicability
4/8			Replicability [Budget due]
4/15			Job Search
4/22			Professoriate
4/29			Teaching & Mentoring
5/6			Presentations [Grant & Presentation due]
5/13			Presentations

# Readings 1

Darley, J.M., Zanna, M.P., & Roediger, H.L. (Eds.). (2004). *The Complete Academic: A Career Guide*. 2<sup>nd</sup> Ed. American Psychological Association.

Kelsky, K. (2017). *The Professor is In: The Essential Guide to Turning Your Ph.D. into a Job*. Three Rivers Press, New York.

Responsible Conduct of Research (RCR) Introduction  
APA Ethics Code

## Week 1: Diversity & Inclusion

Sylvester, C.C., Sánchez-Parkinson, L., Yettaw, M., & Chavous, T. (2019). The Promise of Diversity Statements: Insights and an Initial Framework Developed from a Faculty Search Process. *Currents: Connecting Diversity Scholarship to Practice and Society*, 1(1).

<https://quod.lib.umich.edu/c/currents/17387731.0001.112?view=text;rgn=main>

Whitaker, M. (2020). 5 Don'ts in writing your DEI statement. *Chronicle of Higher Education*.

## Week 2: Diversity & Inclusion

APA Code 3 (Human Relations)

Melaku, T.M., & Beeman, A. (2020). Academia Isn't a Safe Haven for Conversations About Race and Racism. *Harvard Business Review*.

<https://hbr.org/2020/06/academia-isnt-a-safe-haven-for-conversations-about-race-and-racism>

Flaherty, C. (2020). The Souls of Black Professors. *Inside Higher Ed*.

MIT Press. (2020). *An Inclusive Academy: Q&A with Abigail J. Stewart and Virginia Valian*.

Chang et al. (2019). Does diversity training work the way it's supposed to? *Harvard Business Review*.



## Week 3: Ethics

APA Code 1, 2, 4, & Revision (Preamble, General Principles, Ethics Standards, Competence, Privacy & Confidentiality, and Revision)

On Being: p. 1 – 3 (Introduction)

RCR Intro: 1 – 1d (Shared Values)

Sternberg, 2009. A new model for teaching ethical behavior. *Chronicle on Higher Education*.

Le Texier, T. (2019). Debunking the Stanford Prison Experiment. *American Psychologist*, 74, 823-839.

## Week 4: Ethics

APA Code 5-9 (Advertising, Record Keeping, Education & Training, Research & Publication, Assessment, Therapy)

RCR: 5-5d (Conflicts of interest)

On Being: 43-48 (Competing Commitments, Interests, & Values) and 48-49 (Researcher in Society)

Ricciuti, H. (2005). When research findings and social norms collide: A look at the role of public policy in research reporting. *Observer*, 18, 20-23.



# Readings 2

## Week 5: Research Misconduct

Bhattacharjee, Y. (2013). The mind of a con man. *The New York Times*, 4/26/2013.

RCR: 2 – 2c (Research Misconduct)

On Being: 12-23 (Mistakes and Negligence, Research Misconduct, Sharing Research Results)

Price, M. (2010). Sins against science: Data fabrication and other forms of scientific misconduct may be more prevalent than you think. *Monitor on Psychology*.

## Week 6: IRB & IACUC

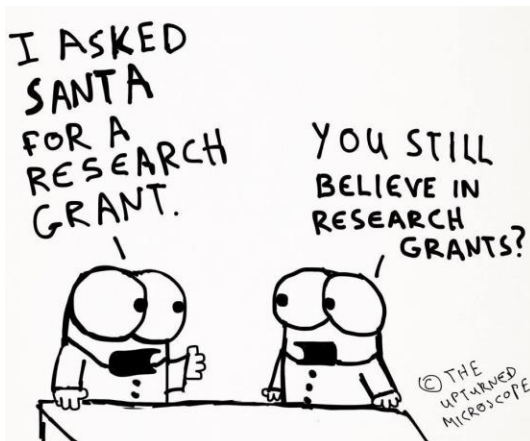
RCR: 3-3f, & 4-4f (Planning Research, Welfare of Animal Subjects)

Animal Guidelines

On Being: p. 24 – 28 (Human Participants and Animal Subjects in Research)

Winerman, L. (2015). IRB Stamp of Approval. *American Psychological Association*.

Boynton, M.H., Portnoy, D.B., Johnson, B.T. (2013). Exploring the Ethics and Psychological Impact of Deception in Psychological Research. *IRB*, 35(2), 7–13.



## Week 7: Writing

RCR: 8 – 8c & 9-9c (Collaborative Research, Authorship and Publication)

On Being: 29 – 38 (Sharing Research, Authorship & Allocation of Credit)

Wagenmakers, E. (2009). Teaching Graduate Students How to Write Clearly. *APS Observer*, 22.

Bem, D.J. (2004). Writing the empirical journal article. *The Complete Academic*.

## Week 8: Reviewing, Presenting

RCR: 6 – 6e, 10 – 10d (Data Management Practices; Peer Review)

Roediger, H.L. (2007). Twelve tips for reviewers. *Observer*, Association for Psychological Science.

Larkin, M. (2015). How to give a dynamic scientific presentation. Elsevier.  
<https://www.elsevier.com/connect/how-to-give-a-dynamic-scientific-presentation>

Flemming, N. (2018). How to give a great scientific talk. *Nature*.

## Week 9: Grants

Steinberg, J. (2004). Obtaining a research grant: The Granting Agency's View. *The Compleat Academic*

The Prof Is In: Chapters 51 & 52

Starting Your Career: Chapter 8

Russell, S & Morrison, D. The grant application writer's workbook: Specific aims, create a bullet outline

# Readings 3

## Week 10: Replicability

Open Science Collaboration (2015). Estimating the reproducibility of psychological science. *Science*, 349.

Gilbert, D. T., King, G., Pettigrew, S., & Wilson, T. D. (2016). Comment on "Estimating the reproducibility of psychological science". *Science*, 351(6277), 1037.

Patil, P., Peng, R.D. & Leek, J.T. (2016). What Should Researchers Expect When They Replicate Studies? A Statistical View of Replicability in Psychological Science. *Perspectives on Psychological Science*, 11, 539 – 544.

## Week 11: Replicability

Simonsohn, U. (2015). Small Telescopes: Detectability and the Evaluation of Replication Results. *Psychological Science*, 26, 559 – 569.

Schwartz, N., & Clore, G. (2016). Evaluating Psychological Research Requires More Than Attention to the N: A Comment on Simonsohn's (2015) "Small Telescopes". *Psychological Science*, 27, 1407 – 1409.

Greenfield, P. (2017). Cultural Change Over Time: Why Replicability Should Not Be the Gold Standard in Psychological Science. *Perspectives on Psychological Science*, 12, 762 – 771.

Lindsay, D. S. (2020). Seven steps toward transparency and replicability in psychological science. *Canadian Psychology*, 61, 310-317.

## Week 12: Job Search

Starting Your Career: Chapter 1

The Prof Is In: Chapters 25, 27, 30, 31, 32, 34, 37, 44, 48

## Week 13: Professoriate

Starting Your Career: Chapters 2, 5, & 7

Taylor, S.E., & Martin, J. (2004). The academic marathon: controlling one's career. *The Compleat Academic*.

Roediger, H.L., & Balota, D.A. (2004). Managing your career: the long view. *The Compleat Academic*.

UNLV Psychology Department's Administrative Procedures Manual Section 3: Personnel

## Week 14: Teaching & Mentoring

RCR: 7 – 7d (Trainee and Mentor Responsibilities)

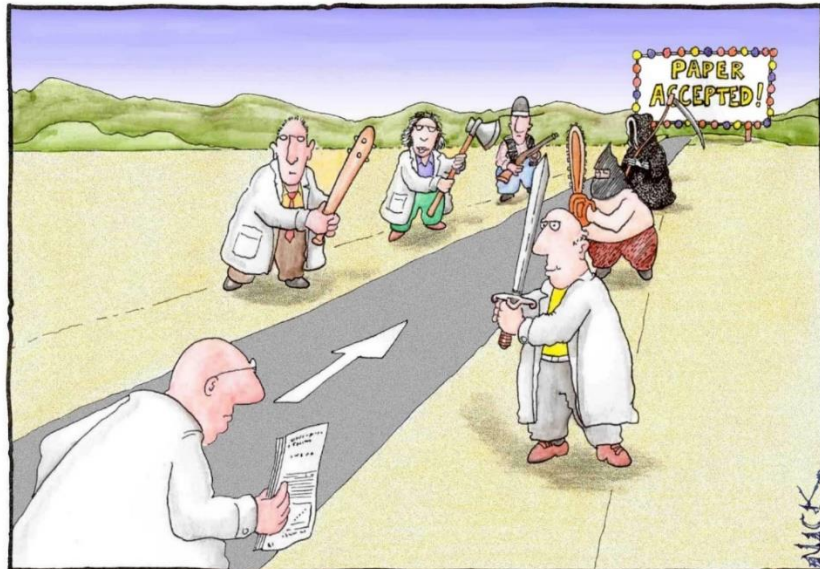
On Being: 4 – 7 (Advising & Mentoring)

Starting Your Career: Chapter 4

Bernstein, D.A., Lucas, S.G. (2004). Tips for effective teaching. *The Compleat Academic*.

Zanna, M.P. & Darley, J.M. (2004). Mentoring: managing the faculty – graduate student relationship. *The Compleat Academic*.

## Weeks 15 & 16: Presentations



Most scientists regarded the new streamlined peer-review process as "quite an improvement."

## Mandatory Details

Please see the Student Syllabus Policies Handout for select, useful information for students. This document can be found at: [https://www.unlv.edu/sites/default/files/page\\_files/27/EVPP-Syllabi-Content.pdf](https://www.unlv.edu/sites/default/files/page_files/27/EVPP-Syllabi-Content.pdf)

**Public Health Directives:** Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found [here](#). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](#), including being administratively withdrawn from the course.

