COURSE TITLE: Ethics and Values in Behavioral Science
COURSE NUMBER: PHI 302

I. COURSE DESCRIPTION:

In this course, ethics will be examined from a philosophical base as opposed to a religious one. Students studying behavioral science should be aware of the code of ethics that influences behavior and forms social norms in organized groups and societies. Students will identify and examine the source of their personal values, explore codes of ethics, learn how codes of conduct are developed, and how ethical decisions are made. They will also review the code of conduct for their chosen profession, and consider the role of emotional intelligence (EI) within the context of making ethical decisions and understanding opposing ethical points of view.

II. RATIONALE:

The need for ethical thinking and decision making in our society has never been greater as ethical problems are evident everywhere. On an almost daily basis news headlines detail the stories of professional individuals who have violated their professional codes of conduct, of public officials who have violated the public trust, and/or of organizations who have “crossed the line” established for ethical behavior. Exploring ethics provides an opportunity for students to critically examine their own ethical standards and decision making processes.

III. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Understand ethics as a discipline based in philosophy.

Learning Outcomes: The student will:

A-1 Use logic to advance a particular position.
A-2 Recognize that some, but not all, religious beliefs are received truth that could be defended logically.

GOAL B:
Understand the codes of conduct are based on a variety of systems.
Learning Outcomes: The student will:

B-1 Define codes of conduct based on law.
B-2 Identify morality based on religious beliefs (received truth).
B-3 Identify personal beliefs as a source of conduct.
B-4 Define social customs and its role in behavioral constraint.
B-5 Identify philosophical-logical systems that define ethics.

GOAL C:
Organize a systematic way of clarifying ethical decisions.

Learning Outcomes: The student will:

C-1 List steps for decision making with ethical dilemmas. (Gathering facts, applying principles based on standards, making decisions, taking action, follow-up).
C-2 Identify ethical principles and set priorities.
C-3 Identify sources of values (e.g., family, media).
C-4 Articulate (after self-reflection) prioritized values in the form of a personal statement.
C-5 Compare and contrast behavior based on a systematic decision-making process versus a spontaneous decision-making process.

GOAL D:
Relate ethical theory to ethical dilemmas.

Learning Outcomes: The student will:

D-1 Consider decisions from an ethical perspective/theory.
D-2 Use an ethical theory to interpret a professional code of ethics.

GOAL E:
Understand the relationship between emotional intelligence (EI) and ethical behavior.

Learning Outcomes: The student will:

E-1 Identify EI behaviors with the context of ethical issues.
E-2 Analyze examples of behavior to determine the level and appropriateness of EI.
GOAL F:
Understand the role of professional codes of ethics.

Learning Outcomes: The student will:

F-1 Identify the purpose of codes of ethics.
F-2 Describe how codes of ethics regulate behavior in professions.
F-3 Discuss inconsistencies and omissions in a code.
F-4 Identify professional issues within the context of ethics.
F-5 Assess the University’s Code of Ethics.

GOAL G:
Use appropriate written and oral communication skills.

Learning Outcomes: The student will:

G-1 Write clearly, concisely, and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
G-2 Use appropriate APA format for scholarly writings.
G-3 Speak with confidence, clarity, and conciseness.
G-4 Research, prepare, and deliver professional presentations.