PSY 7437 Ethical and Legal Issues in Organizational Studies: Dilemmas of Practice and Research [3 units]

Spring 2010 Tuesdays 5-8 pm
Marshall Goldsmith School of Management
Alliant International University
Professor: Kathryn Goldman Schuyler, Ph.D.
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Office hours: Mondays 2.30-3.45 and 7-8 pm when Research Seminar meets, Tuesdays 3.00-5.00 pm, and by appointment

I. COURSE PURPOSE, OUTCOMES, & LEARNING STRATEGY

PURPOSE of the course:
To enable each student to appreciate underlying ethical dilemmas of the two core components of the profession - of
[1] organizational consulting as a field of practice at the individual, team, and organizational levels, and

Over the course of the sessions, we will -
• Explore how ethical considerations are influencing (change, alter, transform) our lives
• Raise to the level of discussion ethical assumptions that influence our professional decision-making
• Connect the work we do with the values and ethics we hold, to ascertain how one might interact and influence the other (e.g. how change is approached, what work is OK or not OK, what organizations might not be OK, what clients do and ask, etc.)
• Explore how to voice ethics as a component of one’s consultant identity
• Critique readings in ways that let us see how researchers’ ethical assumptions and methods interact with one another and with the outcomes of their studies.

COURSE OBJECTIVES: At the end of the course, you will

1. Have developed a personal set of ethical guidelines that reflect your approach to organizational consulting that you can explain and voice to clients, grounded in familiarity with the codes of ethics of one or more professional organizations;
2. Be able to list and describe critical ethical issues in research, be familiar with how they have been handled in different parts of the world, and have thought about how these are relevant for your dissertation research;
3. Be able to discuss the wide-ranging impact of legal issues for clients (managers);
4. Appreciate the complexity of influencing ethical actions in organizations in a global context;
5. Have developed your own perspectives on core ethical dilemmas of organizational psychology and development.

CATALOGUE DESCRIPTION:
Addresses legal and ethical issues in the professional practice of specific areas of Organizational Studies (I/O psychology, consulting psychology, organizational behavior, etc.). Examines the applications of professional ethics codes (e.g., those of APA, Academy of Management, OD groups and other relevant standards). Legal issues in the practice of these professions are also considered. The course emphasizes developing ethical behavior in specific professions and understanding of relevant legal issues (e.g., state licensing laws, mandated professional behavior). Normally taken concurrently with practicum or internship experiences.
INSTRUCTIONAL STRATEGY:

The course is designed to develop critical thinking through analysis of core texts that raise key ethical questions related to power, relatedness, goals, and choice. It fosters new knowledge in the areas of research ethics and cross-cultural ethical practices. Most important, it is intended to generate questions and awareness, so that during the term and in the future the student will notice ethical issues when they are present and be more likely to address them, in his or her professional roles of practitioner and researcher. This will be done by linking the content of this course with students’ ongoing work in their fieldwork and/or dissertations.

I have located a diverse array of readings, specified what is to be mastered, and have provided a detailed map for our “journey” through this very rich territory, yet anticipate that the details of the unfolding learning process will depend largely on how we interact as a group and what each of you are interested in. I don’t want this to be “my” course, but to be your course. I have a hunch that unless we share the ownership and responsibility, you won’t benefit as much.

MY ROLE:

- Provide information, structure, excellent readings
- Support you in raising your knowledge, understanding, decisions, and actions in this arena.
- Provide periodic substantive feedback regarding your participation, contributions, and overall performance related to performance standards/expectations. I will do this by commenting on your three short papers, and by meeting with you by phone or in person if you request a meeting.

YOUR ROLE:

- Actively explore the information provided and seek out whatever you perceive to be missing
- Actively compare and critique the readings
- Challenge yourself to think about the implications of ethics in your practice of consulting and research and to act in this context
- Complete all commitments you make in the course regarding assignments
- Provide feedback to improve the course.

II. RATIONALE: COURSE COMPETENCIES, IN THE CONTEXT OF THE PROGRAM

This course addresses core underlying ethical dilemmas for doctoral level organizational practitioner-scholars. I assume that students are working on their dissertation and/or fieldwork, have already studied the basics of moral philosophy, and seek to delve more deeply into fundamental problematics of the field that will be relevant to their development as a scholar-practitioner.

According to the premier accrediting organization in the field of business education, the Association to Advance Collegiate Schools of Business (AACSB), education in ethics is a fundamental foundation for the development of leaders and managers. Graduates of this program are expected to be articulate in addressing ethical questions and in raising the quality of interaction within an organization or team on such topics. Dialogue among people who disagree on such topics is commonly difficult.

This course is the main site within the curriculum for developing the following core competency that is required by the SF PhD program in Organizational Psychology:
Understanding of the professional practice related ethical issues associated with intervening in organizations and skills in managing such issues proactively.

It is a key place in the curriculum for deepening the following core competency required by the SF PhD program in Organizational Psychology, which was addressed primarily in ORG 7710:

Knowledge of philosophical traditions and theories of organizational ethics and key practices for managing such issues across cross-cultural and international contexts.

It also develops competence with regard to knowledge of ethical issues related to the practice of research.

It fits as well within the following competency goal for all organizational students, university-wide:

Ability to integrate knowledge of ethical behavior in organizational psychology and organizational development.

In addition, it will help students to develop broad competencies that are also addressed in other courses, such as:

Ability to understand and critically evaluate the literature in a given area.

Self awareness of personal values, biases, preferences, & style in working with client organizations.

Ability to design and conduct independently managed effective organizational interventions and change processes at the individual, group/team, and system-wide levels.

Advanced knowledge of the key issues and requirements for managing the consulting process and building and maintaining effective client relationships.

Ability to integrate knowledge of diversity and cross-cultural issues including ethnicity, nationality, gender, culture, sexual orientation to work with individuals, groups, and organizations.

III. DEMONSTRATING LEARNING: ASSESSMENT AND CORE TASKS

[1] PARTICIPATION [20%]
Participate actively in seminar discussions and activities, taking initiative to generate sessions that help everyone learn. Complete readings before sessions and be ready to contribute actively to critical analysis of them. Bring questions you have for discussion and/or experiences that can be used as cases. Quality of thinking, building upon others’ contributions, care for others’ learning, and clarity of expression are all valued.

[Due 2/23, first draft 2/16]
Critical essay on selected readings for the course.


• Given your discussion of these themes, discuss what you believe to be two main ethical dilemmas for scholars or practitioners of organizational studies that color the development of the field and are of distinct interest to you. Why are these important? How have they impacted the field? This is where your views should be made clear, using your voice.

• How might you work with these questions in your developing practice, either as a consultant or researcher?
APPLICATION: DISSERTATION OR FIELD-WORK [20%] [900 words max]
[Due 3/16]
In a brief essay, discuss the ethical questions / issues that you are experiencing or anticipate having to address either in your dissertation research or your fieldwork. Please present the issues, provide a context in relation to our readings for this course, and discuss either
- the alternatives that you see for addressing this in the future
or
- how you handled this in your experience and what you might do differently, if you could do it over again.
The intent is not for you to criticize yourself, but for you to develop a thoughtful range of choices that you then assess, so your actions can be more intentional and are grounded in a body of relevant thinking.

CONSULTING ETHICS [30%] [1200 words max]
[Due 5/4]
Develop a case that allows you to apply the themes you choose from among those we have been addressing. This should be a consulting situation and can be at any level of work (individual, team, organizational) and can involve multi-cultural issues or not, as you choose.
You will:
- Describe the situation
- Analyze it, using perspectives and concepts from the readings for the course, citing the various authors
- Present how you would handle it,
- Incorporate the personal set of ethical guidelines that you have developed for your practice and describe the choice process you bring to the situation, and perhaps to the client as well.

NOTE

GRADING / EVALUATION OF LEARNING:
I would like to make us all stewards of the quality of the learning outcomes. The tasks to be evaluated are described above. The standards are as follows and are described in rubrics that apply these and other expectations to participation and papers. (See Appendices A and B.)
The following expectations apply with regard to both participation and written work. These have been discussed and agreed to by the faculty of the program.
- Demonstrate ability to analyze and critically examine theoretical frameworks, models, constructs, and concepts, articulating identified strengths, limitations, and implications for applied work
- Demonstrate ability to synthesize and integrate different theories, models, and frameworks
- Articulate your own voice and assert positions/opinions, providing appropriate rationale and support from relevant literature
- Show ability to integrate constructive feedback to make ongoing or progressive improvements and/or corrective actions
- Demonstrate ability to express ideas, build arguments, offer critical analysis in writing (adherence to APA style)
- Demonstrate ability to be aware of the self and the self in relation to others. Specifically able to articulate one’s assumptions, pre-conceived notions, values, and emotions and how these influence one’s interactions with others as well as the learning experience
COMPONENT ON MULTICULTURAL AND INTERNATIONAL ISSUES

Participants are encouraged to consider the multicultural and international implications of all questions and to address these explicitly. We will do so throughout the semester. The course readings marked with an asterisk (below) explicitly address these themes.

V. READINGS AND RESOURCES

Required

Note that all readings except two of those listed below are book chapters or articles; the two books are marked with a # sign. All articles listed can be downloaded for free via the Alliant Library. I will attempt to make the book chapters available through the electronic reserve system, but it will be easy for you to obtain them through LINK PLUS if you plan ahead, allowing a week for them to arrive at the library before you will read them. The book chapters are marked with a %.

While ethics is widely discussed, often the dialogue is at a somewhat superficial level, so I have searched for classic articles and book chapters to ground our discourse, in addition to reading current thinking on key ethical issues.


There are many aspects of organizational life--ethics prominent among them--in which things, and particularly behavior, are not what they seem. A psychodynamic approach to these apparent paradoxes helps greatly in shedding light on these areas. Much as a psycho-dynamic approach to organizational analysis has helped us see many aspects of organizational life that were less visible, so too can this approach aid us in understanding what fosters ethical behavior in organizations--and also what does not. Thus, in this article, the authors seek to develop a psychodynamic understanding of ethical behavior in organizations.


Ethical tensions are part of the everyday practice of doing research--all kinds of research. How do researchers deal with ethical problems that arise in the practice of their research, and are there conceptual frameworks that they can draw on to assist them? This article examines the relationship between reflexivity and research ethics. It focuses on what constitutes ethical research practice in qualitative research and how researchers achieve ethical research practice. As a framework for thinking through these issues, the authors distinguish two different dimensions of ethics in research, which they term procedural ethics and "ethics in practice." The relationship between them and the impact that each has on the actual doing of research are examined. The article then draws on the notion of reflexivity as a helpful way of understanding both the nature of ethics in qualitative research and how ethical practice in research can be achieved.


This article interprets within a behavioral science, action-learning theory framework three ethics cases where John Woolman's "I Am We" action-learning method was used. The method looks for the source of current problematic behavior in biases of a shared tradition system rather than simply within individuals; it approaches those involved in a friendly manner, asks for help in deconstructing how behaviors and values might be based on troublesome biases within our tradition, and works together with those who are agreeable to experiment with alternative behaviors that do not rest on the troublesome biases. Relevant aspects of such behavioral science concepts as exit, voice and loyalty, reciprocal interactions, and action-learning are employed and extended. Three cases where the Woolman method was used are presented and interpreted within a behavioral-science-based action-learning framework. Strengths and limitations of the method are discussed. A new type of action-learning-triple-loop-is suggested.


Dov L. Seidman is the founder, chairman and chief executive officer of LRN. LRN was founded in 1994 as a privately-held company that provides companies of all sizes an integrated set of applications and services that help companies foster and fortify enduring, ethical corporate cultures that encourage self-regulation based on shared values, rather than externally-imposed rules. With uncompromising commitment to this mission and vision, Mr. Seidman has successfully grown an organization that is having a significant impact on the ways employees and management behave in the workplace. An innovator and leader in ethics and compliance management and corporate governance solutions, LRN works with more than 200 organizations many of which are the world's most successful companies, including 3M, Viacom, DuPont, Johnson & Johnson, Pfizer, Procter & Gamble, Raytheon, The Dow Chemical Company, Tyco, and United Technologies Corporation. Our interview was conducted on March 8, 2006, just before the Enron trial commenced.


Suggested for particular topics

**Applications of APA Ethics Code in Consulting Situations**


**Research / electronic communication**

Cross-cultural global research on ethics – issues of research approach in a global context


The article outlines ethical aspects of action research at two different levels: philosophical and applied. It also emphasizes ethical aspects of practitioner research and conventional social research tacitly implied in the relations between researchers and researched presupposed by the two approaches. Conventional research ethics is insufficient for grasping these aspects, since it is constituted within the relations assumed by conventional research. Conventional research ethics is also claimed to be a condescending ethics 'unfit for action research because of its practice of 'othering' human beings as research subjects. This article interprets many ethical dilemmas experienced by action researchers as 'othering-effects', only to be overcome through the establishment of peer communities of inquiry among combined 'practitioners-researchers-researched'. It uses a book on ethics and action research as a starting point for reflections about the very real challenges of creating peer communities of inquiry doing action/practitioner research.


One key to understanding the contours of late modernity is to examine workers' allocations of time to their organizations. In this article, I frame workplace time commitments as the outcome of two forces: individuals' efforts to portray a positive and distinctive identity (identity work) and the organizational and social discourses shaping those identities (identity regulation). Analysis of interviews with 53 employees from two distinct organizations shows that identity work and identity regulation related to workplace time commitments are not the result of totalizing managerial discourses, but are influenced by the arrays of discursive resources proffered by both locales and organizational practices. Importantly, these arrays tend to tilt toward agency or structure in the conceptions of the individual-organization relationship they afford. Based on this finding, I argue that studies of workplace control and resistance should examine the features of such arrays of discursive resources, that understanding these assemblies of discursive resources can provide insight on the institutionalization of workplace practices, and that claims about modernity's totalizing influences on identity must be tempered by considering locale-specific discourses.


This study explored the relationship between leadership style and individual ethics in work groups. We present a model of how active leadership affects conformity in members' ethical decision frameworks (formalism and utilitarianism). We tested this model by examining 36 work groups over a 12-week period. Results supported the hypothesis that more active leadership would lead to greater conformity in both types of ethical frameworks. A second hypothesis, that group cohesion would mediate this relationship between leadership style and ethical conformity, was partially supported. Implications of these findings for leadership, groups, and ethics research are discussed.


A research instrument is developed and preliminarily validated to formally measure the level of national business ethics activity for any country in the world. The seven dimensions measured include (a) academia, (b) business, (c) social or ethical investment, (d) business ethics organizations, (e) government activity, (f) social activist groups, and (g) media coverage. Results from the validation survey and examples are provided for each of the dimensions. The article concludes with future research directions for the instrument.


Legal issues in the business of consulting

*NB: I have no legal training, so am not an expert on the law. I have sought materials for you; use them cautiously, deciding for yourself as to their accuracy. They are available through the Alliant SF Library.*


**Globalization and values**


**Optional background**


**VI. SCHEDULE & ASSIGNMENTS**

The schedule is *expected* to change. It is not intended to be a schedule that we must follow, but is expected to evolve, based on your interests, the pace of this group, etc.

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<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Proposed Topic</th>
<th>Readings And Assignments – All May Shift And Are Open To Negotiation</th>
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<tbody>
<tr>
<td>1/26</td>
<td>1</td>
<td>Foundations</td>
<td>Planning the term Goals and Standards</td>
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<td>1] Underlying ethical issues for OD as a field</td>
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<td>2] Ethical dilemmas for the researcher</td>
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<td>3] Current issues for you, as scholar-practitioner</td>
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<td>Foundations [cont]</td>
<td>Walston &amp; Warwick – OD ethics</td>
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<td>Argyris and Schon, with reference to exit, voice, loyalty</td>
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<td>Nielsen – Woolman, triple loop learning, and ethics</td>
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<td>Guillemin &amp; Gillam – Research dilemmas</td>
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<td>2/9, 16</td>
<td>3, 4</td>
<td>Issues of consulting practices</td>
<td>Above, Plus</td>
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<td>Diamond &amp; Adams; Levinson – Psychodynamics</td>
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<td>Freedman &amp; Zackrison – Consultant ethics</td>
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<td>Goldman Schuyler – Integrity and embodied awareness</td>
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<td>Ozley &amp; Armenakis – Ethical consulting</td>
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<td>First draft of PAPER DUE 2/16 – critical essay on underlying dilemmas</td>
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<td>2/23</td>
<td>5</td>
<td>Issues of consulting practice</td>
<td>APA Ethics Code, selections from Lowman, OD Credo and code</td>
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<td>Freedman &amp; Zackrison on ICMCI code</td>
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<td>Adler &amp; Bird – International executive integrity</td>
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<td>Thompson – Corporate ethics training</td>
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<td>PAPER DUE 2/23– critical essay on underlying dilemmas</td>
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<td>6</td>
<td>Ethics and Research</td>
<td>#Israel and Hay</td>
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<td>3/9</td>
<td>7</td>
<td>Research and writing time</td>
<td><em>Review Guillemin &amp; Gillam – Research dilemmas</em></td>
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<td>3/16</td>
<td>8</td>
<td>Ethics and Research</td>
<td>AOM Ethics Code</td>
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<td>9</td>
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<td>SPRING BREAK</td>
<td>PAPER DUE 3/16 – Brief discussion of research or practice issues you face in dissertation or fieldwork</td>
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<td>10</td>
<td>Legal Literacy in Business</td>
<td>#Hasi-Kelchner -The business guide to legal literacy</td>
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<td>4/6</td>
<td>11</td>
<td>Legal Literacy and implications for consulting</td>
<td>#Hasi-Kelchner -The business guide to legal literacy (Cont)</td>
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<td>4/13</td>
<td>12</td>
<td>Legal Literacy and implications for consulting</td>
<td>#Hasi-Kelchner -The business guide to legal literacy (Cont)</td>
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<td>4/20</td>
<td>13</td>
<td>Research and writing time</td>
<td>Final Paper: consulting case.</td>
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VII. ADDITIONAL BACKGROUND RESOURCES.

The following websites contain information that you may find useful. Note that because of the way organizations modify their sites, some may no longer work. If you find one of these, please let us all know, so I can update the list.


http://sim.aomonline.org/links.htm [LINKS TO UNIVERSITY CENTERS FOR ETHICS EDUCATION AND RESEARCH FROM THE ACADEMY OF MANAGEMENT'S SOCIAL ISSUES IN MANAGEMENT DIVISION, which focuses on ethics.]
http://www.aacsb.edu/resourcecenters/EthicsEdu/readinglists-textethics.asp
http://www.aacsb.edu/resourcecenters/EthicsEdu/default.asp
http://www.globalethics.org Institute for Global Ethics
www.wri.org World Resource Institute
http://ethics.iit.edu/Center for the Study of Ethics in the Professions,
http://www.scu.edu/ethics/ Santa Clara University, Markkula Center for Applied Ethics
http://www.epic-online.net Ethics and Policy Integration Center
http://www.stthom.edu/cbes/index.html
http://www.iep.utm.edu/e/ethics.htm
www.policylink.org PolicyLink
http://www.afsc.org/ American Friends Service Committee

Professional Ethics Codes:
http://www.aomonline.org/aom.asp?id=268
http://www.apa.org/ethics/APA On-line Ethics
http://www.odnetwork.org/aboutod/credo.php
http://www.odinstitute.org/ethics.htm
http://www.asanet.org/cs/root/leftnav/ethics/ethics
http://www.aacsnet.org/wp/?page_id=47

Definitions
http://www.ethics.org/glossary.html
http://ecampus.bentley.edu/dept/ph/ethicsglossary.html
http://www.onlineethics.org/glossary.html

Sustainability and Corporate Responsibility:
http://natcapsolutions.org/ Consulting firm
http://www.bsr.org Business for Social Responsibility
http://www.csr.gov.uk/ Corporate Social Responsibility UK
http://www.accountability21.net/default2.aspx?id=54 Non-profit consulting think tank
http://sustainability.com Consulting firm
http://www.naturalstep.org Consulting firm
http://en.wikipedia.org/wiki/Triple_bottom_line The triple bottom line (or "TBL", "3BL", or "People, Planet, Profit"
http://www.rmi.org Rocky Mountain Institute Consulting firm
http://www.un.org/millenniumgoals/ Update on progress toward UN’s Millenium Goals

**Relevant Scholarly Journals:** (Please find others. Many articles in these; many also in standard social science journals, such as Academy of Management Executive, Harvard Business Review)
- Business & Society Review
- Business Ethics Quarterly
- Business Ethics: A European Review
- Journal of Business Ethics

**Cases – Resources Online:**
- [http://www.aacsb.edu/resource_centers/EthicsEdu/tools-cases.asp](http://www.aacsb.edu/resource_centers/EthicsEdu/tools-cases.asp)
- [http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=BUSI](http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=BUSI)
- [http://www.businessethics.ca/cases/](http://www.businessethics.ca/cases/)
- [http://ethics.tamu.edu/pritchar/an-intro.htm](http://ethics.tamu.edu/pritchar/an-intro.htm)

**Philosophy Online:**
- [http://www.iep.utm.edu/s/soc-cont.htm#H2](http://www.iep.utm.edu/s/soc-cont.htm#H2)

**VIII. POLICIES AND PROCEDURES:**

1] **Assignments.** Papers are to be handed in via email as Microsoft word attachments. Every paper should have your name in the title of the file, and a header or footer with your name and page numbers. Please adhere to the following format:

   Last name-course #-- date.doc   --- Smith-7437--feb10.doc

   It is your responsibility to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

2] **Attendance, Lateness, Missed Assignment.** The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and check for assignments. See the University Catalog for the complete policy on attendance. If you miss a class without our reaching prior agreement and without informing me, it counts against you with regard to professionalism. It is your responsibility to be present or let us know ahead of time.

   In order to receive an Incomplete, you must request it from me before the end of the term, and it must be completed before we are three weeks into the following term or by the date required by the university. You are responsible for obtaining information as to the date. After the university’s official date, Incompletes automatically turn into “No Credit”.

3] **The Schedule and Syllabus are Subject to Change.** Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed and may move more quickly over other topics.

4] **Academic Code of Conduct and Ethics.** The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. **The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.** Please note that submission of the same work for credit in two courses without obtaining permission from both instructors beforehand is regarded as academic dishonesty. The University reserves the right to use plagiarism detection software.

5] **Policy on Plagiarism and Screening for Plagiarism.** An act of plagiarism (defined on p. 56 of the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the University’s Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and
Procedures outlined in the University catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Currently, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, students agree that all assignments are subject to submission for textual similarity review to Turnitin.com. Please note that any assignments or course documents submitted to this service will be included as source documents for the restricted access database of Turnitin.com which is exclusively used for the purpose of detecting plagiarism. You may indicate in writing to the instructor by the end of the add/drop deadline for this course that you refuse to participate in the Turnitin.com process, in which case the instructor can use other means to verify the originality of your work. Material identified as plagiarized will be dealt with pursuant to University’s Student Code of Conduct and Ethics: Academic. Penalties for plagiarism can be severe, up to and including expulsion from the University.

6] Disability Accommodations Request. If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant’s Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

7] Policy on Course Requirements During Religious Holidays. Alliant International University does not officially observe any religious holidays. However, in keeping with the institution’s commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students’ religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members’ right to observe religious days.

A student who plans to be absent from class because of a religious/cultural/spiritual observance is expected to request accommodations by his/her instructors at least two weeks prior to the date in question, and preferably within the first two weeks of the semester. A student who makes such a request in advance must be given the opportunity to make up the work which was missed, provided that the make-up work does not create an unreasonable burden on the instructor or the University. Students should suffer no adverse or prejudicial effects for missing class when they have given due notice in advance. However, absence from classes or from examinations does not relieve students of the responsibility for meeting the course requirements. This policy does not change existing course or academic program policies with respect to the impact of absences or missed class time on the student’s evaluation. However, instructors are encouraged to consider whether students, who, because of religious/cultural/spiritual observance, miss more than the expected class time, might do so without penalty. It is understood that the instructor’s ability to do this will likely be based on the characteristics and expectations of the particular course and the importance of maintaining the quality of the academic program.

8] Respectful Speech and Actions. Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

9] Resources for Obtaining Tutoring or Other Student Support Services. Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

10] Problem Solving Resources. If you have any questions or problems related to this course, please use the following approach: [1] contact me, if you are comfortable doing so; [2] if you are not comfortable contacting me initially, discuss the issue with a colleague to develop a way to discuss the topic with me – and then do so. [3] if this conversation does not resolve the situation, contact Ira Levin, the Program Director. If problems arise with this course or with faculty, other students, staff, or student support services, that you are unable to resolve with me or through the Program Director, students should use the University Problem Solving Procedures located on the web.
### Appendix A. Participation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Does not meet expectations</th>
<th>Almost meets expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Poorly prepared.</td>
<td>Readings sometimes read.</td>
<td>Always prepared: readings read and able to comment on them in relevant ways</td>
<td>Always well prepared: Often offers comments on readings that raise the level of thinking in the group.</td>
</tr>
<tr>
<td><strong>Presence</strong></td>
<td>Rarely mentally tuned in to the group. Little eye contact, no leaning in, rare affirmations of other members. Voice shows little affect.</td>
<td>Participates, but seems somewhat unconnected. Please focus more on bringing energy to the group.</td>
<td>Acknowledges others, participates actively in the dialogue and brings energy to the room. Voice expresses energy.</td>
<td>Takes a leadership role in involving group members, affirms others in the group, and comments on group processes. Voice expresses energy.</td>
</tr>
<tr>
<td><strong>Quality of thinking</strong></td>
<td>Makes occasional comments that tend to seem obvious to all.</td>
<td>Makes comments, but does not draw on sources and move dialogue forward. Please build on others' contributions, analyze and synthesize; think systemically. Aim to further the group flow.</td>
<td>Builds on relevant sources to question or re-frame issues that propel the dialogue forward. Clear thinking, but less multi-faceted or systemic. Builds on ideas of others in group and offers analysis, synthesis and evaluation statements that are not found directly in the material. Rich and complex thinking.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrated relevant self-awareness and frankness</strong></td>
<td>Little demonstrated awareness and/or little openness.</td>
<td>Rarely uses own experience to make relevant points. Please make connections to personal experience and learning and share this in relevant ways.</td>
<td>Participation features relevant links to personal experience and learning, as well as self-identification of miscues.</td>
<td>Participation includes frequent examples of personal experience that encourage reciprocal sharing.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Missed part or all of more than one session without informing professor and/or late much of the time without taking initiative to make up for this.</td>
<td>Misses portions of many sessions. Please be on time and do not miss sessions without taking initiative to make up for this.</td>
<td>Rarely late. If late or absent, informed professor in advance, with reasonable causes, and made plans for alternative ways to master the topic.</td>
<td>Always present on time. If late or absent, informed professor in advance, with reasonable causes, and made plans for alternative ways to master the topic and contribute.</td>
</tr>
<tr>
<td><strong>Support of other students</strong></td>
<td>Little or no behavior that shows support of others’ learning and development.</td>
<td>Some evidence of support of others. Please comment, listen, and interact in ways that actively help others learn.</td>
<td>Sometimes comments, listens, and interacts in ways that actively help others learn.</td>
<td>Usually comments, listens, and interacts in ways that actively help others learn.</td>
</tr>
<tr>
<td><strong>Willingness and ability to address issues of disagreement or uncertainly</strong></td>
<td>Takes a neutral stance in most discussions or advocates positions without making them discussable.</td>
<td>Only occasionally includes self in discussions involving disagreement or ambiguity. Please express opinions more often in ways that open up dialog.</td>
<td>Makes comments that demonstrate acceptance of ambiguity in discussions. Seeks clarification on issues of disagreement in ways that open discussion.</td>
<td>Uses questions and own experiences to explore new ideas. Uncertainty is used as an opportunity for growth.</td>
</tr>
<tr>
<td><strong>Demonstrated understanding of cross-cultural issues</strong></td>
<td>Minimal or no consideration of these issues were evident.</td>
<td>Some time and attention were dedicated to these issues. Please increase this.</td>
<td>These issues were dealt with openly and brought up as appropriate.</td>
<td>You considered the cross-cultural aspects of all issues, reflecting thoughtfully upon them.</td>
</tr>
</tbody>
</table>
## Appendix B. Paper Rubric

<table>
<thead>
<tr>
<th>Quality with which you responded to the task guidelines</th>
<th>Does not meet expectations</th>
<th>Almost meets expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student didn’t respond to the guidelines.</td>
<td>Attempted to meet guidelines: Please strengthen structure and/or develop more complete responses.</td>
<td>All points answered, but structure has weaknesses: is partial, unclear, or superficial.</td>
<td>All points answered in a tight, coherent structure.</td>
<td></td>
</tr>
</tbody>
</table>

| Use of concepts from the readings | Little or no use of the course readings. | Some use of the readings: Please be more thorough and show in-depth understanding of them. | Used concepts from the readings thoughtfully to develop themes. | Sought out relevant concepts from the readings and critiqued them very effectively. |

| Appropriate complexity of thought and expression | Describes one or two approaches, in sequence, with little critique | Describes a number of theories: Please improve the critical analysis, comparison, or integration. | Describes different theories, models, and frameworks and compares them. Offers some critique and integrative response, but does not show relative importance or else somewhat lacking in depth. | Demonstrates the ability to synthesize and integrate different theories, models, and frameworks, analyzing and comparing them. Knows which are the most important for the given topic. |

| Quality of writing | Paper lacks clear structure, and/or has many careless spelling or grammatical errors, Please improve the writing and editing. | Paper is well written, but has weaknesses with regard to one of the areas that make a paper outstanding, as specified at right. | Thoughts are well developed and expressed. Writing has strong opening, clear thought development, and satisfying close. Has been thoroughly proofed and edited. | |

| Use of APA Style | Does not follow APA style standards. | Many mistakes in adherence to APA style standards: Please revise, checking the manual. | Adheres to APA style standards much of the time. | Adheres fully to APA style standards. |

| Integration of theory and practice (including the practice of research) | Little or no discussion or integration of practice and concepts. | Some description of practice issues, but little rationale, or rationale without concrete issues; Please revise. | Described practice issues and gave supporting rationale. | Fully articulated the relationship between concepts and practical actions and situations. |

| Relevant originality | Low | Little | Good | Very High |

| Your ‘voice’ – development of your perspectives | Little or no personal voice – or, inappropriate tone for scholarly writing. | States personal views, but please ground them in the literature and fully articulate them. | Expresses views, yet fails to link or develop them thoroughly, and/or only partially grounded in the literature. | Clear, lucid positions, built upon blend of literature and own experience. Style of writing fits the task. |