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**AN OBJECTIVES-ORIENTED EVALUATION APPROACH
TO ETHICS EDUCATION FOR CLINICAL PSYCHOLOGY STUDENTS**

by

S. AMANDA JOAB, B.A.

**A thesis submitted to
the Faculty of Graduate Studies and Research
in partial fulfillment of
the requirements for the degree of**

**Master of Arts
Department of Psychology**

Carleton University

Ottawa, Ontario

April 1993

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TO ETHICS EDUCATION FOR CLINICAL PSYCHOLOGY STUDENTS"**

submitted by

S. AMANDA JOAB, B.A.

in partial fulfillment of the requirements
for the degree of Master of Arts

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April 1993*

Abstract

The present study involved the evaluation of a formal ethics course entitled "Ethics and Professional Issues." This course is a requirement for all students enrolled as doctoral candidates in the clinical psychology program at the University of Ottawa. Former students completed mail surveys assessing the achievement of the course goals. These goals are to increase ethical awareness in the application of psychology and to promote thoughtful consideration of contemporary ethical and professional issues and problems. The descriptive statistics reported in the present study support the notion that the course achieved its goals. However, qualitative analyses revealed that former students' perceptions of what the course should achieve and the actual goals of the course are not in accordance. Suggestions for improving the course under evaluation and the nature of formal ethics training are discussed.

Acknowledgements

Special thanks are extended to the following people, without whom this project would not have been realized: Dr. Thomas J. Ryan, a superb faculty advisor, who provided valuable feedback and kept my work focused; Coralie Lalonde, for much-needed scholarly and personal advice; Alan Hotte, for his first-rate assistance with the qualitative analyses; Andrée Daviau and Thomas Green, two very special people who contributed necessary encouragement and emotional support; and to my family, for their belief and wisdom in my ability to succeed.

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**An Objectives-Oriented Evaluation Approach to Ethics Education
for Clinical Psychology Students**

The purpose of this study was to evaluate a formal ethics course for graduate students training to be clinical psychologists in a university program accredited by the American Psychological Association. The course goals listed are twofold. The first goal is to increase ethical awareness in the application of psychology. The second goal is to promote thoughtful consideration of contemporary ethical and professional issues and problems. Formal courses in ethics are mandatory for doctoral programs to be accredited by the American and Canadian Psychological Associations (Welfel, 1992). In light of this requirement, the goals listed for the course under study appropriately address the APA and CPA requisites. Although this requirement is ardently monitored, a study published in 1992 to identify ethical dilemmas encountered by members of the American Psychological Association resulted in the identification of over 700 ethically troubling incidents (Pope & Vetter, 1992). These incidents were reported by more than 500 psychologists as having occurred in their day-to-day work over the past two years. In this study, the broad category "confidentiality" yielded the highest number of reported critical incidents (127 of 703). It is troubling to note that although client confidentiality is one of the most fundamental ethical principles, this same category has been reported to encompass the most frequent number of intentional and unintentional violations of ethical standards

(cf. Pope & Vetter, 1992). To query psychologists on their history of ethics training and its efficacy seems a logical course of action in the continuing task to identify future steps of ethics education, as it appears that the notion of unethical behaviours by psychologists is an ongoing concern.

Psychology in North America is still a relatively young scientific discipline, as is evidenced by the American Psychological Association's recent celebration of its one-hundredth anniversary (APA, 1992a). In the more current history of psychology on this continent, an emphasis on ethics education at the graduate level has emerged (see, for example, Welfel, 1992). The factors that have precipitated this increase in attention to ethics are numerous, and include: (a) the increase in psychological treatments being applied to human problems (DePalma & Drake, 1956; Haas, Malouf, & Mayerson, 1988; Tymchuk *et al.*, 1979; Sinclair, Poizner, Gilmour-Barrett, & Randall, 1987), (b) the increased visibility of psychologists and, therefore, their increased responsibility to patients and the public (Haas *et al.*, 1988; Tymchuk *et al.*, 1982), (c) pressure from clients and consumers of psychological services who are concerned with the protection of human rights (Gawthorp & Uhlemann, 1992; Tymchuk *et al.*, 1979), (d) concerns within the profession of ethical violations due to either indifference or ignorance (DePalma & Drake, 1956; Gawthorp & Uhlemann, 1992; Welfel, 1992; Welfel & Kitchener, 1992), and, (e) an increased interest in moral behaviour as reflected in the literature (Welfel & Kitchener, 1992).

Professional Ethics for Psychologists

The ethical conduct of professionals is generally reinforced through the use of formal ethics codes. As a result, four main purposes of professional codes of conduct have been identified (Sinclair, 1981; Sinclair *et al.*, 1987). First, codes of ethics help to establish a group as a profession. The very nature of being a profession involves publicly declaring commitments and values that go beyond the profession itself. Thus, to be a member of an established profession, a person must demonstrate competence in their field and display a willingness to adhere to the codes of conduct of that profession (Sinclair, 1981). Second, a code of ethics acts as a support and guide for individual professionals. When faced with an ethical dilemma, a professional code of ethics can be used as an additional support and authority. Third, a code can help meet the responsibilities of being a profession. Knowledge of the ethics code is used in screening new members (Sinclair, 1981). This requirement meets the societal expectation that a profession adequately train and regulate its members, and assures people that the members of the profession are attaining a minimum level of practice. One purpose of the present study is to assess whether psychologists are actually attaining this threshold of level of practice. Fourth, a code of ethics provides a statement of moral principle that helps the individual professional to resolve ethical dilemmas. The most visible incidence of an ethical dilemma that relates to this last point is the conflict between client confidentiality and duty to warn third parties of a client's potential dangerousness (Sinclair, 1981). The extent to which these purposes of ethics codes are germane to the present study will be touched on repeatedly. Thus,

the first step involves the identification of the unfolding of ethics education for psychologists in North America.

The History of Ethics Education for Psychologists

In 1948, the American Psychological Association accredited its first clinical psychology program (Welfel, 1992). The earliest survey of formal ethics training for psychologists at the graduate level, less than ten years later, depicted a dismal account of North American schools: only 12 of 125 of the institutions surveyed offered a formal course in ethics (DePalma & Drake, 1956). Comments included the belief that individual psychologists must learn to deal with their own ethical problems, and that an ethics course belonged in the department of philosophy, not in psychology. A number of respondents in their survey expressed that an ethics course had little or no value. This notion was again observed in a more recent survey of ethics training, in which directors of psychology programs argued that a formal course was not necessary (Handelsman, 1986a).

By the time the next survey of ethics education was attempted (Tymchuk *et al.*, 1979), APA had mandated ethics training as part of its requirements for the accreditation of clinical programs (Welfel, 1992). It was reported that 67% of the programs surveyed offered formal courses in ethics and professional issues (Tymchuk *et al.*, 1979), a dramatic increase from the first study twenty-three years earlier. This

increase, though, may partially be a result of the impact of the *Tarasoff* case in California.¹

A survey of Canadian graduate schools was conducted to ascertain the frequency of formal ethics training (Pettifor & Pitcher, 1982). The authors reported that 15 of 27 Canadian schools offered formal courses on ethics, while 8 offered ethics training through informal means (e.g., clinical supervision and practice). The remaining 4 reported neither formal nor informal ethics training offered because they believed that it was not needed. It was noted by these authors that with the first two groups mentioned above, the debate over whether or not to teach ethics had shifted to how such a course could best be taught. Indeed, when Eberlein (1987) noted the lack of accord on whether or how to teach an ethics course, the sole consensus was the standard core requirement of the American Psychological Association's code of ethics. The following section will address the identifiable effects of ethics education.

The Impact of Ethics Education

The earliest study examining the effects of ethics education in the United States was initiated by Baldick (1980). The hypothesis was that intern psychologists who had completed formal training in ethics would be better equipped to discriminate ethical considerations and problems than interns who had not received the same formal ethics training. The results of the study supported this hypothesis.

---

¹. The *Tarasoff* case opened up Pandora's box with regard to the debate in psychology about client confidentiality versus the psychologist's duty to warn/duty to protect third parties (i.e., everyone other than your client, or, society). For a review and the history of the *Tarasoff* decision, see Birch (1992).

Additionally, all personal and professional characteristics (e.g., age, gender, theoretical orientation) were not significantly related to the psychologists' ethical discrimination ability. Given this finding, the efficacy of formal ethics training is a valid conclusion.

Although these findings reinforce the necessity and importance of ethics education, another study produced conflicting results (Bernard & Jara, 1986). Clinical psychology students were queried about courses of action in hypothetical situations where a peer/friend was violating the APA Ethical Principles. While the students accurately identified ethically appropriate responses to the dilemmas, the majority stated that they would do less than what they had declared earlier should be done. There seemed to be a mismatch between the students' attitudes/beliefs and their actual behaviour. Specifically, in the case of a clinical graduate student becoming sexually involved during a psychotherapy practicum with a client, half of the students said that they would do nothing. It seems that although these students were taught the content of ethical principles, the process of implementing these principles was not present. Essentially, this process involves the particular ethics education model that is utilized to forward the principles, and will be discussed in the next section.

Approaches to Ethics Education

The authors of a survey examining the frequency of ethics education in Canadian graduate schools (Pettifor & Pitcher, 1982) declared that "[i]n view of the potential harm to the public and to the profession of psychology, it is recommended

that... graduate schools increase their commitment to teaching ethics and developing effective teaching models" (p. 235). In terms of teaching models, a number of ethics education models focus primarily on the right or the best answer (for a brief review, see Eberlein, 1987). These models can be clustered under a more general methodology, termed the correct answer approach, which utilize forced-choice responses. This method is also used by licensing boards in their professional examinations and in the methodology employed in the Bernard and Jara (1986) study described above. One apparent benefit of the correct answer approach is the capability of statistical manipulation of the data. The format, however, does not "provide the framework and freedom to think about a question in ways that could lead to a more productive resolution of the issue" (Eberlein, 1987, p. 355).

For the purposes of the present study, the rationale behind the dismissal of the correct answer approach as a model of ethics education lies in the fact that psychologists cannot reach a consensus on what constitutes ethical action. It seems that psychologists exhibit context specific behaviour. In a study examining clinical psychologists' responses to vignettes of ethical dilemmas in clinical and research situations (Tymchuk *et al.*, 1982), the psychologists displayed a high degree of consensus in responses to only five of the 12 vignettes presented. Additionally, there was no indication of agreement about decisions in four of the vignettes. The only issues that achieved wide agreement were those that had been addressed in recent APA code revisions: i.e., sexual behaviour, client identity, and client dangerousness. Haas, Malouf, and Mayerson (1986) reported what they termed high agreement (75%)

in only three of ten vignettes presented to a group of APA psychotherapists. These areas were privileged information, conflict of interest, and duty to warn potential victims. Given these findings, the rejection of the correct answer approach in favour of the problem solving approach for the present study seemed not only logical, but defensible as well.

The problem-solving approach is based on the Canadian code of ethics for psychologists, and incorporates a decision-making model into ethics education (Eberlein, 1987). This approach involves a study of ethical guidelines and standards, a consideration of personal values, and a consultation of case vignettes. A decision-making model involves the weighing of alternatives to come up with an informed decision. The final step of the decision-making model in the context of the problem-solving approach (CPA, 1988; Eberlein, 1987; Gawthorp & Uhlemann, 1992) emphasizes that the practitioner remains accountable for the consequences of their decision. The following section will address the issue of who should teach ethics, regardless of the teaching model employed.

Teachers of Ethics

As mentioned earlier, DePalma and Drake (1956) discovered that some opponents of formal ethics education relegated such training in psychology to a department of philosophy. In tackling this last argument, Fine and Ulrich (1988) amalgamated psychology and philosophy in a graduate course on ethics in psychology. The basis for this integration incorporated three components. First, the study of ethics has been more extensive and thorough in the discipline of philosophy. Second,

as a result of the previous element, philosophy is better equipped to lend support when ethical dilemmas arise that cannot be addressed by ethical codes. Third, a greater understanding of ethical theory may assist psychology as a profession in the continual process of articulating ethical guidelines or codes.

Before tackling the debate concerning the best method to teach ethics in terms of educational value, it is worthwhile to examine the notion of *who* should teach these courses in ethics. In an early survey of ethics training in graduate school, one of the predominate justifications as to why departments did not offer a course on ethics declared that faculty interest was insufficient (Tymchuk *et al.*, 1979). Conversely, Vanek (1990, cf. Welfel, 1992) noted that faculty members queried about their impetus for teaching ethics did not refer to the insistence of accreditation or licensing bodies, but rather, proclaimed the intrinsic importance of ethics to the profession of psychology as their primary drive. Thus, it seems parochial for psychology departments to appeal to its academics' non-research interest as a rationale not to teach ethics to future colleagues.

Evidently, instruction of ethics by ethical experts is neither desired nor recommended (Callahan, 1977). Although it is suggested that teachers of ethics should maintain beliefs on the constitution of moral behaviour, they are not necessarily morally superior. Indeed, it is recognized that theoreticians do not have to emulate the theories they study (Caws, 1978). It has been noted that, although the behavioural impacts of modelling are well-known in psychology, academics fall short of practising what they preach (Kitchener, 1992). And it seems that students of

psychology are receiving mixed signals from mentors and other faculty members. While formal ethics training is being openly encouraged (Welfel & Kitchener, 1992), a recent survey (Goodyear, Crego, & Johnston, 1992) revealed that many critical ethical incidents occur in the supervision of student research. A group of professional psychologists described 144 incidents which they believed involved ethical dilemmas in the supervision of student research. These incidents fell into eight categories: (a) incompetent supervision, (b) inadequate supervision, (c) supervision abandonment, (d) intrusion of supervisor values, (e) abusive supervision, (f) exploitive supervision, (g) dual relationships, and (h) encouragement to fraud.

While several psychology programs have declared that ethics training and education should occur as part of students' clinical supervision and not in a formal course (Tymchuk *et al.*, 1979), this line of reasoning seems problematic and dangerous, given the findings of Goodyear and his colleagues. Ethics training through interaction with a clinical supervisor has been referred to as training by "osmosis" (Handelsman, 1986b). As such, students' training will occur during discussion of cases with their supervisor, at which time a "sensitivity to issues will seep through" (Handelsman, 1986b, p. 371).

Handelsman, though, argues against training by osmosis. He claims that a grounding in ethical behaviour cannot transpire in the course of the supervisor/supervisee relationship because of what has been referred to in the medical community as the "ethical insult" (Veatch & Sollitto, 1976). Essentially, a supervisor

will refrain from discussing a case in which an ethical dilemma existed because it may be perceived that the physician involved has blundered morally.

It has been argued that this situation is identical in the supervision of psychology students (Handelsman, 1986b). The supervisors want to be seen as nice people, so discussions of cases involving ethical dilemmas are not likely. Indeed, it has also been noted that the one-sided power relationship evident in the relationship between the therapist and the client can also be identified in the relationship between academic psychologists and their students (Matthews, 1991). Furthermore, research has demonstrated that formal ethics training that utilizes the problem-solving approach results in higher decision-making quality than the informal methods of ethics education (Gawthorp & Uhlemann, 1992). Moreover, as shall be seen in the next section, students appreciate and value formal ethics education.

Students' attitudes toward ethics training

A paucity of research has examined students' attitudes to their participation in ethics training (Fine & Ulrich, 1988; McGovern, 1988; Tymchuk, 1985). In one study (Tymchuk, 1985) of 155 student respondents, 94% stated that formal ethics training should be compulsory in clinical programs; while 83% believed that training should be required of all psychology students. In a related study (Tymchuk *et al.*, 1982), 89% of 112 clinical psychologists surveyed believed that formal ethics training should be required of all psychology graduate students. Additionally, 80% of the students surveyed in the former study indicated that psychology students are not adequately informed about ethical issues in the field of psychology. In examining

ethics courses that are taught only to clinical and counselling students, one author noted that this will lead students in other areas of graduate psychology studies to assume that ethical issues need only be dealt with in the health care specialties (Matthews, 1991).

The author of an examination of the ethics course he taught to graduate psychology students in all disciplines (McGovern, 1988) noted that at the end of the course, students were able to think more intricately and analytically; and, based on usage of a set of principles, they were able to formulate alternate responses and their potential repercussions. The authors of another study on graduate ethics training (Fine & Ulrich, 1988) reported that in a follow-up survey, students' responses indicated that the course inspired them in a positive attitudinal and behavioural fashion. Specifically, the authors had students rate the various course topics on a scale ranging from 1 (not at all) to 5 (a great deal) in each of five areas. These areas were: (a) understanding, reflecting the extent to which their conceptual horizons had been broadened, (a) understanding, assessing improvement of their ethical reasoning ability, (c) professional attitudes, indicating to what degree their perceptions of professional roles, responsibilities, and duties had been changed, (d) attitudes toward clients, including their perceptions of clients' needs, rights, strengths, weaknesses, responsibilities, and autonomy, and, (e) applications, reflecting the degree to which their behaviour in clinical situations had changed.²

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². Note: this delineation of the issues will be utilized in the present study.

Overall, the latter course described was perceived by students to have influenced them extensively. On the five-point scale mentioned above, the course as a whole was rated between 3.8 and 4.5 on all four areas. The ten students recorded a course mean rating of 3.2 on a scale ranging from 0 (poor) to 4 (excellent). According to the authors, this rating is slightly above the average for first-time graduate courses ($M = 2.8-3.0$). Thus, it seems evident to conclude that formal ethics training for psychologists is not only recommended, it is also highly valued by graduate students.

Formal Ethics Education for Doctoral Students in a Clinical Psychology Program:
"Ethics and Professional Issues"

Since 1980, a course entitled "Ethics and Professional Issues" has been a requirement for all graduate students enrolled in the clinical psychology doctoral program at the University of Ottawa. In the past twelve years, the course has been taught by the same person and the purposes and goals of the course have remained constant over time. The two purposes of this ethics course are the introduction of basic ethical principles related to the psychological enterprise in research and clinical practice, and the review of recent professional issues influencing the development of psychology. As noted earlier, the essential goals of the course are to increase ethical awareness in the application of psychology, and to promote thoughtful consideration of contemporary ethical and professional issues and problems.

The course is divided into three major content areas: part one involves comparative ethical standards and problems; part two deals with the organization and

definition of psychology; and part three covers psychology and the law. The format of the course is a weekly seminar over thirteen weeks (the standard length of a semester). During the seminars, the professor presents a perspective on each major content area and maintains basic responsibility for the general direction of class discussions. Since the seminars are intended to stimulate thoughtful consideration of the issues, active participation by all members of the class in the generation of ideas and constructive criticism is essential. In addition to readings, selected case studies as well as group and individual exercises are used to focus discussion. One of the group exercises involves an application of the problem-solving approach: the teams are tasked to create one or more vignettes to highlight a particular issue and to serve as the basis for a debate/discussion on the matter.

Two strengths that are unique to the evaluation of this course can be identified. First, the following study will survey psychologists who took this course over the past twelve years. Thus, the investigation will attempt to identify the long-term effects of formal ethics education. Second, since the evaluation is covering such a large span of time, it may be possible to identify the extent to which ethics education in the classroom can be applied to the field of psychology, as a majority of the respondents will have been in a professional setting for a number of years. The following section will address the method by which the ethics course will be evaluated.

Program Evaluation

The field of program evaluation has experienced a growth rate that could be equated with an explosion. Evaluation enjoys a large number of publications, texts,

journals, books of readings, encyclopedias, and annual societal offerings.

Additionally, it is now a profession and an area of specialization in curricula of higher education programs (Rutman & Mowbray, 1983). Given the phenomenal amount of information in this field, a few definitions of the particulars in this study will be presented. Program evaluation has been defined as "the process that leads to judgments about the worth, effectiveness, and efficiency of educational programs and strategies" (Lee & Sampson, 1990, p. 157). Evaluation in education is empirical research that is utilized to determine "the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum" (Worthen & Sanders, 1987, p. 22).

There are several reasons why an evaluation of a formal course in ethics is both necessary and desirable. First, the most fundamental necessity of the evaluation of a formal ethics course is to create and/or increase a commitment in psychology departments to teaching ethics (Pettifor & Pitcher, 1982). Second, the American Psychological Association has stated that the best way to foster ethical behaviour is through education (cf. McGovern, 1988). An evaluation can help to identify if formal training enhances psychologists' identification of ethical dilemmas and the implementation of ethical decision-making in their daily practice of psychology. Improvement is a desirable goal of program evaluations (Lee & Sampson, 1990), and responses to this last point will facilitate any necessary changes in the course content and/or process. Third, it will enable us to see if the respondents believe that formal ethics training actually works. If it can be proven that formal training is successful in

achieving its objectives, a recommendation to replicate this course in a non-clinical graduate psychology program will be well founded. This last point is based on conclusions from an early study of Canadian graduate schools of psychology (Pettifor & Pitcher, 1982). The authors reported that although many graduates from non-clinical programs are employed in clinical settings (approximately 25%), these same graduates are much less likely than clinical graduates to have received some formal type of ethics training. Since the publication of this study ten years ago, it seems quite probable and possible that this figure of 25% has risen. Moreover, as noted earlier, students themselves believe they (and their peers) are not adequately informed about ethical issues in psychology (Tymchuk, 1985). Additionally, the study by Bernard and Jara (1986) demonstrated that dissonance exists between students' beliefs about what should be done in the case of an ethical violation, and their actual behaviour in that situation. Taken together, these reports suggest that a large percentage of professional psychologists are serving the public with little or no awareness of ethical issues and the methods needed to resolve these dilemmas.

A fourth reason for the evaluation of a formal ethics course involves the issue of accountability (Cline & Feldmesser, 1983; House, 1980; Lee & Sampson, 1990). The profession of psychology is "expected by legislation to ensure competent and ethical services to protect the public interest" (Pettifor & Pitcher, 1982, p. 240). It is questionable how society would deal with the realization that incompetent and unethical psychologists are being employed and that the professional associations are fully aware of this fact.

Accordingly, an evaluation has been qualified as defensible if it meets the following criteria: (a) clear (understood by important audiences), (b) accessible (disseminated to those who have a right to know), (c) useful (the information produced will be used), (d) relevant (intended to meet an information need that will serve the program), (e) humane (can be accomplished without harming those involved or affected), (f) compatible (congruent with goals of the sponsor, client, participants, and stakeholders), and, (g) worthwhile (its probable benefit justifies its probable costs) (Brinkerhoff, Brethower, Hluchyj, & Nowakowski, 1983). Given the information already presented in the present study, it is the author's contention that all of these criteria will be adequately served in the study to be undertaken.

In terms of educational evaluation, many types of evaluation methodologies have been identified (Cline & Feldmesser, 1983; House, 1980; Popham, 1974; Worthen & Sanders, 1987). It is beyond the scope of the present study to identify the different methods of evaluation, and since the present research endeavour draws from several evaluation methods, the pertinent models will be explained briefly.

The difference between formative and summative evaluations is probably the most fundamental explication of any evaluation. A formative evaluation is conducted during the operation of a program to provide program directors evaluative information useful in improving the program. A summative evaluation is conducted at the end of a program to provide potential consumers with judgements about that program's worth or merit (Worthen & Sanders, 1987). The present study involves a variation on the notion of a summative evaluation, as the ethics course will continue to be taught

regardless of the findings since the clinical Ph.D. program at the University of Ottawa has already been accredited by both the American and the Canadian Psychological Associations. The present study can be classified as a summative evaluation, and the results can also be used in the future for formative evaluation purposes (Worthen & Sanders, 1987).

In addition to being a summative evaluation, the present study can also be classified as an objectives-oriented evaluation approach (House, 1980; Worthen & Sanders, 1987). This approach to evaluation involves identifying the goals or objectives of an educational activity and then determining, through the evaluation, the extent to which these goals have been achieved. Two objectives of the ethics course under study have been identified. The first goal involves increasing ethical awareness in the application of psychology. The second goal deals with promoting thoughtful consideration of contemporary ethical and professional issues and problems. An objectives-oriented evaluation approach asks two essential questions: Is the program achieving the objectives? Is the program producing (House, 1980)?

Two powerful benefits to using an objectives-oriented approach are its simplicity and validity (Worthen & Sanders, 1987). The first strength involves the simplicity of this approach. The objectives-oriented evaluation is easily understood, easy to follow and implement, and educators appreciate it because the information produced is relevant to their mission. Second, the objectives-oriented approach possesses face validity; that is, this approach is actually measuring what it claims to be measuring. The objectives of the course are quite clearly stated at the outset.

And, since the survey will restate the objectives of the ethics course, the participants will be evaluating their perception of the fulfilment of the course objectives.

In terms of limitations of this approach, the main problem involves its tunnel vision, thereby limiting the evaluation's effectiveness and potential (Worthen & Sanders, 1987). Several of the components of this notion of tunnel vision include: (a) its ignorance of important outcomes other than those covered by the objectives (i.e., the unintended outcomes), (b) the neglect of the value of the objectives themselves, and, (c) the omission of evidence of program value not reflected in its own objectives. The present study does not fall prey to these types of problems, since the survey incorporated a quantitative measurement of the attainment of the goals, a qualitative, open-ended format, where participants were able to include any issues not explicitly identified in the survey, and an interactive component, in that the author was a participant observer in the course under evaluation. The rationale behind the application of multiple techniques in the present study is grounded in the fact that each method delivers its own sort of information, and each method is subject to differing ambiguities (Cline & Feldmesser, 1983). And since moral education is so subtle and intricate, the information from each method will positively influence the reliability of the study (Cline & Feldmesser, 1983).

Method

Participants

The present study surveyed clinical psychologists who attended and/or completed the doctoral program in the past twelve years. All doctoral candidates are

required to enrol in the course under evaluation. With the help of the instructor of this course, past students were tracked via class registration lists.³

Procedure

Ethics approval was granted by the Department of Psychology Ethics Committee at Carleton University. A mail-out survey was forwarded to 135 former students whose whereabouts were known. The survey stated the objectives of the ethics course entitled "Ethics and Professional Issues," and through a series of questions rated both on Likert-type scales and in open-ended sections the success of the course in achieving the stated objectives. Two weeks following the initial mail-out, a follow-up letter requesting prompt return of the completed questionnaires was mailed to those participants who had not yet returned a survey. See Appendix A for a copy of the questionnaire, the letters of introduction accompanying the survey, and the follow-up letter.

Evaluation Criteria

The present study is an objectives-oriented approach, thus the fundamental criteria for evaluation were past students' perceptions of the achievement of the course goals: mainly, the extent to which the course increased their ethical awareness in the application of psychology and the extent to which the course promoted thoughtful consideration of contemporary ethical and professional issues and

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³. The addresses of former students were located by consulting the APA (1992b) and CPA (1992) membership directories for 1992, the Canadian Register of Health Service Providers in Psychology (1992), the directory for the Ontario Board of Examiners in Psychology (1992), and the directory for La corporation professionnelle des psychologues au Québec (1991). Correspondence to potential participants was limited to North America.

problems. Additionally, the survey assessed students' satisfaction with formal ethics education at the graduate level, the use of information disseminated in the course to the students' clinical application, the persistence over time of benefits derived from the course in the field setting, and students' perceptions of awareness of ethical issues in psychology.

Based on Fine and Ulrich's (1982) model for assessing a graduate ethics course, participants rated, on a seven-point Likert scale, the extent to which the course on ethics impacted on each of five areas: (a) understanding, both through the broadening of their way of thinking and improving their ethical reasoning ability, (b) professional attitudes, (c) attitudes towards clients, and (d) applications in clinical situations.

Analyses

The first step involved obtaining a frequency distribution of personal and professional characteristics. The second step involved generating an intercorrelation matrix between the personal\professional characteristics, and the means for the questions assessing ethics education to determine if any trends were present. The third step was to produce a frequency distribution of the ratings for all the questions. The final step was to analyze the open-ended questions. A qualitative method called analytic induction (Goetz & LeCompte, 1981; Lincoln & Guba, 1985) was utilized. This section consisted of examining the participants' responses to identify any trends or recurring themes in their commentaries.

Results

Of 135 surveys mailed out, 13 were returned because they could not be delivered, resulting in an adjusted sample size of 122. Forty-three completed surveys were returned, this indicates a response rate of 35%. Based on literature in the area of mail surveys (Gliksman, Smythe & Engs, 1992; Kanuk & Berenson, 1978; Kish, 1965), this figure is quite acceptable and well within the norms for mailed surveys. In another survey of students' attitudes toward training in ethics, a 28% response rate was achieved by the author with a sample size over four times as large as the present study (Tymchuk, 1985).

Survey Respondents

Of the 43 participants, there were 29 females and 14 males. Ages ranged from 25 years to 52 years, with a mean age of 35.85 years (three missing cases). Six respondents were still enrolled in graduate school. For the other 37, the mean number of years since graduation was five, with a range from 1-12 years.

Two demographic questions on the survey--number of years since starting graduate school, and number of years in work force, if any, prior to beginning your Ph.D.--were dropped from the analyses due to lack of face validity. It seems that participants misinterpreted the questions, possibly as a result of the wording. Simple arithmetic of the numbers provided showed that they were incorrect in the context.

Responses to the number of years since completion of the ethics course, when plotted, revealed a fairly normal distribution; time ranged from one to twelve years, with a mean of 6.75 years and a standard deviation of 3.011.

Type of Professional Practice

Seven types of professional practice were identified by respondents. They were private practice, community mental health centre, academic, government, hospital, correctional institution, and school setting. Ten of the respondents reported a combination of two types of practice. Six respondents were still enrolled in graduate studies, and four failed to respond to this question. The distribution of respondents by profession is provided in Table 1.

Insert Table 1 about here

Correlations

An intercorrelation matrix was generated for the demographic characteristics provided by respondents. The personal and professional characteristics of respondents, as revealed in Table 2, were negligibly correlated and merit no further comment.

Insert Table 2 about here

Correlations were calculated with the personal characteristics and the survey questions assessing ethics education. The most notable correlations are presented in

Table 3. The remaining variables were negligibly correlated, and are not meaningful to report.

Insert Table 3 about here

A positive correlation ($r=.37$) existed between the number of years since completion of the course and beliefs about revising the course. That is, the belief that the course under evaluation could be revised to improve the ethical awareness of students increased with the number of years since participation in the course. A negative correlation ($r=-.55$) existed between the number of years since graduation and participants' belief that steps need to be taken to *increase* the amount of information given to psychology graduate students about the nature of ethics in psychology. In this case, the respondents who have been in professional practice the longest are least likely to believe in increasing the ethics information to psychology students. A positive correlation ($r=.42$) existed between the number of years since graduation and participants' belief that steps need to be taken to *decrease* the amount of information given to psychology graduate students about the nature of ethics in psychology.

Frequencies and Content Analysis

The survey questions were broken up into three groups: (a) the University of Ottawa ethics course, (b) Ethics involvement, and, (c) Improving ethics education. The descriptive statistics will be presented separately for each question in each group.

The frequency distributions calculated for each question will be presented. Based on the three categories defined above, a content analysis was performed on the commentaries that respondents made for each of the thirteen questions on the survey. The content analyses were performed by: (a) compiling all respondents' commentaries for each question in a wordprocessing program, (b) reading through the commentaries to develop categories or themes in the commentaries, and (c) summing the commentaries in the categories. Note that the categories developed were confirmed by an independent reviewer. The numbers reported within each question vary because not all respondents commented on each issue. The results of the content analysis for each question will be reported immediately following the pertinent frequency distribution.

The University of Ottawa ethics course. Participants were asked to rate the extent to which they felt that the University of Ottawa ethics course increased their ethical awareness in their psychological practice. Figure 1 demonstrates that respondents overwhelmingly believed that the course had increased their ethical awareness.

Insert Figure 1 about here

Twenty-one people provided 26 commentaries for this question. The affirmations can be divided into two distinct aspects: content and process. The content of ethical issues deals specifically with the practical notion of ethical

awareness; i.e., actual issues dealt with in psychology. Eleven comments emphasized the course's ability in increasing awareness of ethical issues. The process component involves two key features: the standards and the ethical decision-making model. Six comments stated that the course increased awareness of the formal ethics codes developed and enforced by the professional regulatory bodies; and five spoke directly to the importance of having learned to resolve ethical problems through the use of the ethical decision-making model. Four of the comments indicated disappointment with the course, stating that it was not related to issues in internships, it did not credit previous work experience, the course was offered too early in the program to be integrated with practice, and no direction was provided regarding specific action.

Respondents were queried on the extent to which the University of Ottawa course promoted thoughtful consideration of contemporary ethical and professional issues and problems. Figure 2 reveals that respondents felt quite strongly about the course's ability to achieve this goal.

Insert Figure 2 about here

Fifteen people provided 16 comments for this question. Seven comments emphasized that the focus on contemporary issues in clinical and research settings greatly improved consideration of ethical issues. Two comments addressed the general presentation of ethical issues (e.g., more information regarding special populations); and two stated that class discussions were an effective tool. Five comments dismissed

the notion that the course promoted thoughtful consideration: two stated that work experience and preparation for the licensing examination were more beneficial, one was critical of fellow students' lack of interest in ethics at the time, one stated that more small group discussions were needed to achieve the goal of promoting thoughtful consideration of ethical issues, and one stated that since students had no previous work experience at the time they could not speculate on whether issues discussed were actually contemporary. Participants responded on the extent to which their way of thinking about ethics had been broadened (see Figure 3) and their ethical reasoning ability improved because of the University of Ottawa ethics course (see Figure 4). Although responses varied somewhat across the scale for these two questions, respondents rated the course as having a strong impact on broadening their way of thinking and improving their ethical reasoning ability.

Insert Figures 3 & 4 about here

Twenty people provided 24 comments for these questions, resulting in the emergence of three themes: awareness, foundation, and impact. Eight comments stated that the course increased awareness of particular issues and problems in professional psychology (e.g., client privilege, responsibility as a psychologist). Ten comments claimed that the course was beneficial in that it provided a solid foundation of ethics and professional issues, from which respondents could expand individually. Four stated that the course had no impact on their way of thinking and/or their ethical

reasoning ability: one referred to previous work experience, and one believed that informal discussions with supervisors and colleagues were more beneficial. Two comments reported that it was the instructor of the course who facilitated the broadening of conceptual horizons.

Participants rated how their perceptions of professional roles, responsibilities, and duties changed because of the University of Ottawa ethics course. Figure 5 demonstrates that responses ranged across the entire 7-point scale, but that scores tended to lean toward a moderate influence of the course.

Insert Figure 5 about here

Fourteen people reported 15 commentaries for this question. Seven comments referred to the course's impact on their awareness of self and others' responsibilities as professionals. Six stated that, in general, the course provided a solid foundation. Two comments referred to the fact that the course had no impact since their perceptions were already present as a result of previous experience.

Participants responded regarding how their attitudes toward clients changed because of the University of Ottawa ethics course, including their perceptions of clients' needs, rights, strengths, weaknesses, responsibilities, and autonomy. Figure 6 shows that although scores tend towards affirmation of the course, there is still quite a large spread of scores across the scale.

Insert Figure 6 about here

Fourteen respondents provided 15 comments regarding attitudes toward clients. Eight comments discussed the importance of the course in sensitizing them to clients' rights and needs. One referred to their increased understanding of the complexity involved in therapy with special populations (i.e., people with disabilities, children). Six comments stated that this sensitization did not occur as a result of the course but rather, through other methods (e.g., work experience, informal discussions).

Participants rated how their behaviour in clinical situations was different than it may have been because of the University of Ottawa ethics course. Figure 7 shows that scores were spread across the scale, but that overall there was moderate agreement that participants' behaviour in clinical situations was different.

Insert Figure 7 about here

Twelve people provided 12 comments regarding their behaviour in clinical situations.

Five stated that the course increased sensitivity to ethical issues in clinical situations (e.g., client files, client's perspective). Three stated that the course was beneficial in improving verbal communication with clients (including such issues as confidentiality). One said that the course instilled confidence in them with respect to clinical situations. Three respondents refused to speculate on how their behaviour *might* be different, stating that this was impossible to do.

Ethics involvement. Participants were queried on their involvement in ethics. Specifically, (a) they were asked if they are or have ever been involved in activities such as teaching ethics or sitting on ethics committees (see Figure 8), (b) they were asked if their involvement and/or interest in ethical issues post-doctorally was a result of their exposure to ethics as a graduate student (see Figure 9) and, (c) they were asked how other methods of ethics training have increased their ethical awareness of issues in their field (see Figure 10).

Insert Figures 8-10 about here

Figure 8 shows that respondents reported a low degree of involvement in alternative forms of ethics education. Twenty-four people contributed 27 commentaries on this question. Eight comments revealed that respondents have been involved in other forms of ethics within a supervisory role (although only one of these respondents explicitly stated that they provided supplementary ethics training to trainees in their capacity as a supervisor). Six comments referred to involvement with ethics committees. Two comments referred to exposure to ethics education/training in other courses/seminars. Three comments reported formal consultation: ethics regarding behavioural science research, research to change legislation pertaining to psychologists, and active participation in the development of ethical standards for a hospital setting. Three comments referred to discussions with colleagues. Five comments reflected explanations by respondents as to why they are not involved:

these ranged from no opportunities because they were at the beginning of their careers, to arguments that there was little place for involvement in their area of practice.

Figure 9 reveals that the current involvement of respondents in ethical issues is a consequence of ethics education for most, although other reasons may play a significant role. The variability of responses to the question along with the fact that 10 respondents did not answer it may imply some level of difficulty in deciding how to answer. Consequently, this information may not be particularly useful. Eight people provided eight written commentaries for this question. Responses, again, were quite variable. Four comments referred to the fact that the course taught them that ethics was a fundamental aspect to working as a psychologist. Two stated that the ethics course increased respondents' interest in the area. One said it made them more aware of issues regarding special populations, while another one said studying for the licensing examination was better preparation.

According to Figure 10, respondents reported a strong belief in the value of alternative methods of ethics training in increasing their awareness of ethical issues. Twenty-six respondents provided 44 comments, and identified both formal and informal alternative methods to an ethics course. On the formal side, four comments specified preparation for the licensing examination, 10 referred to staff meetings, three identified professional workshops, and one comment referred to participation on an ethics committee. In terms of informal methods, four referred to past discussions with supervisors while in a trainee role, 12 stated that discussions with colleagues

were vital, seven referred to the daily application in a work setting, and three comments revealed that participants kept up-to-date through the reading of recent publications.

Improving ethics education. Respondents were asked if the course under evaluation could be revised to improve the ethical awareness of its students. Figure 11 reveals that responses to this question varied across the 7-point scale. Although a slight majority leaned toward course revision, there was not a strong feeling in any direction.

Insert Figure 11 about here

Thirty-two respondents provided 40 comments regarding revision of the course. Four key themes emerged: applicability, amount of ethics training, context specificity, and program updates. Sixteen comments stated that the resolution of actual ethical dilemmas was imperative to improving ethics education, in that it would increase the applicability of such a course. Three of these comments specifically suggested the course content be tied in with issues dealt with by regulatory bodies such as the Ontario Board of Examiners in Psychology. Seven comments urged that discussion of ethics in psychology deserved more course time (i.e., a second course), that it should be offered later in the program and that it should be directly linked with work experience (i.e., internships). Ten comments discussed the need to increase the context specificity of ethical issues covered in the course (e.g., special populations,

issues for private practitioners, etc.). One comment suggested that the best route would be to decrease the amount of information provided on the development of psychology as a profession. Finally, five comments stated that keeping the course up-to-date and changing with the times would improved students' ethical awareness. Also of interest, one comment noted that the use of role play would be beneficial, and one comment discussed the case model approach used in MBA programs.

Participants were asked if they believed that their doctoral training adequately prepared them for ethical issues and problems they have had or will have to face in their professional careers as psychologist. Most agreed that they were adequately prepared (see Figure 12). When queried on the extent to which they felt changes in graduate training were needed to better prepare doctoral candidates to deal with potential problems in their careers, their responses were across the entire scale with most respondents in the middle (see Figure 13).

Insert Figures 12-13 about here

Twenty-two participants elaborated with 24 comments. Three general themes emerged in respondents' commentaries. First, 13 comments suggested that, in order to better prepare students to deal with ethical issues, alternative forms of ethics training also needed to be emphasized. They stated that both formal (e.g., licensing examinations) and informal methods (e.g., discussions with colleagues, and discussions with supervisors during internship training) were important aspects of

sensitization to ethics issues. Second, eight comments addressed the importance of context specificity in discussion and resolution of ethical dilemmas (and issues that may arise), for example, special populations, wrongful dismissal, and the psychologist as an expert witness. Finally, three comments stated that more practice in resolving ethical cases would be beneficial.

Participants responded on their perception of the adequacy of information dissemination to psychology graduate students regarding ethical issues in psychology. Figure 14 reveals that although most respondents felt that psychology students are well informed, the level of support for this position would have to be described as modest rather than very strong.

Insert Figure 14 about here

Finally, participants reported whether they felt that the amount of information given to psychology students about the nature of ethics in psychology should increase and/or decrease. Respondents strongly agreed that steps should not be taken to decrease the amount of information (see Figure 15). Although there was average to high agreement that steps should be taken to increase the information given to psychology graduate students, the polarity of opinion was not nearly as strong (see Figure 16).

Insert Figures 15 & 16 about here

Sixteen people provided 16 comments regarding the adequacy of information dissemination to psychology students, and whether steps need to be taken to increase and/or decrease that information. Eight comments indicated that more information regarding ethics was needed. Four comments stated that formal ethics training should be required of all psychology graduate students (e.g., one respondent stated that "a full immersion in ethics was required"). One comment emphasized that exposure was fully satisfactory at the time. Three comments stated that an application of the ethical principles was important. Two comments emphasized that too much information was already provided (e.g., students were "bombarded").

Through reflection on their training and professional career, participants were invited to provide further suggestions and recommendations regarding the teaching of ethics; thirty-one respondents provided 37 commentaries. Ten comments claimed that an increase in context specificity (e.g., special populations, how to deal with colleagues' unethical behaviour) was an important area on which to focus. Nine comments referred to the belief that one course simply did not allow enough time to adequately teach psychologists about ethics and several respondents proposed the implementation of continuing education programs for professional psychologists. Five comments indicated that such training needed to be offered at a later time in the program curriculum, and three of these comments referred to it specifically being offered during the internship phase of training. With regards to the importance of ethics training, two commentators recommended an increased emphasis on formal ethics training within the curriculum, and three noted the importance of personal

introspection taking place during the course. Four suggestions were forwarded regarding the process of teaching ethics, and included increasing the presentation of ethical vignettes on both audio and videotape, more case discussions, the use of role playing to resolve ethical dilemmas, and vicarious experience of "ethical debates." Two suggested the extension of formal ethics training to non-clinical psychology graduate programs. Enhancement of informal ethics training was proposed by two: one recommended dialogue with colleagues, and one suggested that internship supervisors should be involved in discussing ethics.

Discussion

The present study had a return rate of 35%, which is relatively good for a survey that was in the field for only one month. It has been reported that each follow-up effort brings added returns (Kanuk & Berenson, 1978). However, time and financial restraints allowed for only one follow-up to the initial mailing out of the survey. Mail surveys entertain several advantages: (a) they are free from the costs and time consumption of interviewer bias and variability, (b) they are more valid than telephone or personal interviews because they permit leisurely and thoughtful reply, and, (c) it is possible to easily survey difficult to reach respondents (cf. Kanuk & Berenson, 1978). While the present findings are meaningful, future research should seek more funding in order to strive for higher response rates.

With regards to possible nonresponse biases, many hypotheses have been postulated to explain the differences between responders and nonresponders of mailed surveys (Kish, 1965). However, it has also been noted that possibly the sole

difference between responders and nonresponders is their willingness to complete a questionnaire (Gliksman *et al.*, 1992). It is beyond the scope of the present study to speculate on the particular motives of nonresponders.

Correlations. Of the correlation coefficients calculated between the personal characteristics and the survey questions, only three were notable to report. A positive correlation between the number of years since completion of the course and beliefs about revising the course, indicates that the belief that the course under evaluation could be revised to improve the ethical awareness of students increased with the number of years since participation in the course. It is possible that as psychologists gain more insight into professional practice, they begin to feel that more attention needs to be focused on ethical issues in the early stages of training. Conversely, a negative correlation between number of years since graduation and belief that an increase in information about ethics to psychology graduate students is needed, indicates that respondents who have been in professional practice the longest are least likely to believe in taking steps to increase ethics information to psychology students. These two results appear to be in conflict. However, these could be interpreted as consistent if the interpretation of both together is that it is believed that although there is not a need to increase the amount of ethics education, there is a need to enhance the nature of or the content of the course. Because of changing times, the content can be refined to include contemporary issues such as sexual harassment and the reporting of child abuse.

A positive correlation between the number of years since graduation and a belief that steps are needed to decrease ethics information to graduate students, indicates that respondents who have been in professional practice the longest are more likely to believe that the amount of ethics information disseminated to graduate students should be decreased. This correlation could be considered as consistent with the negative correlation between years since graduation and the belief in increasing ethics information, however, then interpretation proves perplexing. The positive correlation implies that psychologists who have been practising in the field for the longest amount of time are more likely to believe that steps should be taken to *decrease* the amount of information given to psychology graduate students about the nature of ethics in psychology. An examination of Figure 15 reveals that there is only one participant who responded in an extreme manner to this question. This response alone influenced the extremeness of the correlation, as this person graduated five years earlier. Further examination of the data indicates that this participant responded identically to the preceding survey question, asking if steps should be taken to *increase* the amount of information given to psychology students about ethics. Additionally, the respondent's commentaries following these questions shed no light on their responses as they simply refer to the lack of information regarding unethical research practices and sexual harassment of students in departments of psychology. Thus, the most reasonable conclusion is that the person misinterpreted the second question asking about decreasing information as a repeat of the first question.

While the latter correlation appears to render the data difficult to interpret, the results do suggest the need for a follow-up study, in which the questions pertaining to beliefs about increasing/decreasing the amount of ethics information and beliefs about possible course revision could be refined in such a way that it would be possible to test speculations regarding whether psychologists feel that more or less information is needed on ethics, or whether it is the nature of this information that needs to be revised.

The University of Ottawa ethics course. The present study was conducted primarily to ascertain the extent to which the course goals for a formal ethics course had been achieved. The goals are to increase ethical awareness in the application of psychology, and to promote thoughtful consideration of contemporary ethical and professional issues and problems. Results revealed that respondents rated quite highly the achievement of these goals. Similar course goals in comparable formal ethics courses also have been achieved (Fine & Ulrich, 1988; McGovern, 1988). Moreover, a study designed to survey internship directors reported that the directors rated the ethical awareness of interns highly after formal ethics training (Welfel, 1992).

That ethical awareness can be promoted and nurtured in the confines of a course curriculum raises a question as to why nonclinical graduate psychology programs do not offer equivalent courses. It is especially problematic to ponder, given that approximately 25% of clinical psychology positions are ultimately staffed by professionals who have been trained in nonclinical psychology graduate programs (Pettifor & Pitcher, 1982). This information was disclosed in a survey of ethics

training in Canadian graduate schools of psychology in the early 1980s. The present author is currently conducting a follow-up study to examine what changes have taken place in the past decade in Canadian graduate psychology programs with regard to ethics training. It is anticipated that results will demonstrate an increased commitment to teaching ethics. Since results of the present study lend support to the notion that ethics can and should be taught, an acceptable "next step" is the development of formal ethics training in nonclinical graduate psychology programs.

Based on a previous study of a graduate psychology ethics course (Fine & Ulrich, 1988), the course under evaluation was also rated in five areas. These were: (a) understanding, reflecting the extent to which their way of thinking about ethics had been broadened, (b) understanding, assessing improvement of their ethical reasoning ability, (c) professional attitudes, indicating to what degree their perceptions of professional roles, responsibilities, and duties had been changed, (d) attitudes toward clients, including their perceptions of clients' needs, rights, strengths, weaknesses, responsibilities, and autonomy, and (e) applications, reflecting the degree to which their behaviour in clinical situations had changed. The present results agree with those of Fine and Ulrich in that the course was generally rated favourably in all five areas.

The authors of the other study reported that, on a 5-point scale ranging from 1 (not at all) to 5 (extremely useful), the course was rated between 3.8 and 4.5 on all four areas. In the present study, responses were more positively rated on the questions assessing the broadening of respondents' way of thinking and improving

their ethical reasoning ability. Although positive, the questions assessing perceptions of professionals, changes in attitudes toward clients, and behaviour in clinical situations resulted in responses being spread out across the entire scale. It is important to identify several variations between the results for the present study and the Fine & Ulrich study. First, a 7-point Likert scale, ranging from 1 (not at all) through 4 (to some extent) to 7 (to a large extent), was used in the present study instead of a 5-point scale. Thus, it is reasonable to assume that a broader range of scores would exist on a larger scale. Second, the present study had a sample of 43 respondents, while the earlier study only surveyed 10 people. Finally, the amount of time since participation in the course varied from three months to 12 years in the present study, while all respondents in the former study had participated in the course three months earlier. The differences in the results could be based on any one or a combination of these variations. Generally, though, participants in both studies rated the courses on ethics favourably.

Although the present study replicates and strengthens the results reported by Fine and Ulrich, it is important to note that further research is imperative. The present study demonstrated that ethics training at the graduate level does extend into professional practice. However, both studies reported results on small sample sizes, 10 and 43. Future research could increase the sample size, and begin the task of testing hypotheses regarding the efficacy of formal ethics training impacting on the five areas mentioned earlier.

The qualitative analyses of respondents' commentaries regarding the formal ethics course in which they were enrolled were broken down into the content and the process of formal ethics training. On the process side, three themes emerged: (a) increased awareness of professional standards and formal codes, (b) support and praise for the ethical decision-making model, and, (c) the provision of a solid foundation of ethics and professional issues from which they could expand individually. It is encouraging to report these commentaries, as they provide increased support for psychology's professional standing, especially since one review of surveys of ethics education reported meagre and inconsistent findings regarding the outcomes of the courses (Welfel, 1992). Additionally, it is important to note that the process component of ethics training has previously been identified and supported (Haas *et al.*, 1986).

The notion of providing a solid foundation from which psychologists can extrapolate has been strongly supported in the literature on the training of psychologists (Fine & Ulrich, 1988; Sechrest & Chatel, 1987). Essentially, psychologists in training should be provided with a universal perspective of clinical psychology as a professional specialty, in addition to a set of basic skills (Sechrest & Chatel, 1987). It has also been stated by ethics educators that the process of ethical reasoning needs to be emphasized as much as the product or outcome of this reasoning since more than a single ethically justifiable unfolding of a situation may be prompted by the differing values of psychologists (Fine & Ulrich, 1988). Thus,

formal ethics training at the graduate level is a positive, fundamental step in producing exemplary professional psychologists.

On the content side, the ethics course under evaluation was perceived positively by the majority of respondents. Their commentaries revealed six ways in which the course was successful: (a) increased awareness of ethical issues, (b) increased awareness of self and others' responsibilities as professionals, (c) sensitization to clients' needs and rights, (d) increased understanding of the complexity of therapy with special populations, (e) improvement of verbal communication with clients, and, (f) instilled confidence in them with respect to clinical situations. These realms, although differentiated for the purposes of reporting results, are intricately interwoven, and support the findings of other research in the area of formal ethics training (Fine & Ulrich, 1988; McGovern, 1988).

It was also reported by a small number of respondents that the course under evaluation (a) did not increase ethical awareness in psychological practice, (b) did not promote thoughtful consideration of contemporary ethical and professional issues and problems, (c) did not impact on respondents' way of thinking or their ethical reasoning ability, (d) did not impact on their perceptions of professional roles and responsibilities, and, (e) did not change their attitudes towards clients. The authors of these particular commentaries reported that alternative methods--previous work experience, preparation for the licensing examination, informal discussions with colleagues and/or former supervisors--proved to be more beneficial in these respects. Similar commentaries have been reported by a small number of participants in other

studies of ethics education (Handelsman, 1986a; Tymchuk, 1985). While it is encouraging that work experience acquired prior to enrolment in a doctoral program in clinical psychology sensitized people to ethics and professional issues, it does not provide sufficient justification to *not* participate in a formal ethics course. It is parochial to assume that everyone has worked before their Ph.D., and even if this is a valid assumption, it is highly improbable that everyone has received the corresponding quantity and quality of work experience. The situation is identical with the informal method of discussing ethical issues with colleagues. Previous findings from empirical research promote the argument that informal ethics training carries with it certain limitations (Gawthorp & Uhlemann, 1992). It has been suggested that ethical thinking be "regarded as a skill, which can and should be taught in formal courses" (Handelsman, 1986a, p. 24). In evaluating the efficacy of formal ethics training, one study reported achievement of this goal, that is, to teach students to "think" in ethical terms (Baldick, 1980). Methods of informal ethics training are valid mechanisms to be emphasized, however, *only in addition to* the formal ethics training. These methods complement each other, and one method cannot begin to replace the other.

Ethics involvement. Survey respondents rated their involvement as low in alternative ethics activities such as teaching ethics or sitting on ethics committees. It is difficult for several reasons to ascertain the extent to which their involvement and interest in ethical issues post-doctorally was influenced by exposure to ethics as a graduate student. First, 10 participants did not answer this question. Second, six respondents were still enrolled in graduate school when they completed the survey,

and five of these students are comprised within the 10 non-respondents. Third, although responses reflect somewhat moderate involvement, the responses are still quite variably spread across the entire scale. There was strong support for the effectiveness of other methods in increasing respondents' ethical awareness. The implications of the survey results will be discussed after the presentation of the results from the content analysis.

The content analysis revealed that participants identified four additional aspects of formal ethics in which they were involved: (a) supervisory role (i.e., in internship training), (b) ethics committees, (c) other courses/seminars, and, (d) formal consultation. Respondents identified three ways in which ethics exposure at the graduate level moderated involvement post-doctorally: (a) increased interest in the area, (b) taught them the fundamental nature of ethics to the practice of psychology, and, (c) increased awareness of issues with respect to special populations. Additionally, several respondents reported that preparation for the licensing examination was more beneficial in preparing them for post-doctoral involvement in ethics. Unfortunately, no literature exists regarding the notion of the pre licensure preparation and its efficacy in increasing ethical sensitivity. It is, however, important to note that success on the licensing exam only ensures a *minimum* level of practice, while the course under evaluation attempts to provide a solid foundation so that psychologists will enjoy a lifetime of ethical, respectable practice.

These results lead to the conclusion that, while the course is an important aspect of ethics training, psychologists cannot be denied other methods of ethics

involvement. One possible impact of this study could be to build into the course an emphasis on alternative methods of ethics training. Future psychologists are required to complete a formal ethics course, but they are not required to participate in ethics training in any other way. Thus, it would be beneficial if teachers of ethics encouraged students to seek out other means of participation.

In identifying the impact of other methods on their ethical awareness, participants described both formal and informal methods. The formal methods were the licensing exam, staff meetings, professional workshops, and ethics committees. The informal methods identified were discussions with supervisors, discussions with colleagues, independent reading, and daily applications within a work setting. Another study interested in types of ethics education produced similar findings (Haas *et al.*, 1986). Participants in that study identified five types of ethics education (presented in descending order for amount of time spent engaged in particular activity): (a) discussions with colleagues, (b) independent reading, (c) internship supervision, (d) graduate coursework, and, (e) continuing education courses. Participants were asked to rate the utility of each activity on a five-point scale ranging from one (not at all) to five (extremely useful). Utility was defined as how useful the various sources of education had been in their education, coping with, or preventing ethical dilemmas. Mean scores ranged from a minimum of 3.3 (continuing education courses) to a maximum of 4.4 (graduate coursework and collegial discussions). In addition to the positive support for formal ethics training at the graduate level, it is interesting to note that two seemingly intrinsically motivated activities, independent

reading and collegial discussions, were extensively used as methods of self-education. Indeed, the authors noted that this "may be a result of the increasing intensity of concern with ethical and legal issues, or [may] reflect inadequate preparation in these areas" (Haas *et al.*, 1986, p. 320).

One speculation arising from these results may suggest that psychologists in the two studies feel inadequately trained after formal ethics education. The author, though, does not believe this is the case. An analogy can be drawn between the teaching of ethics and the teaching of statistics. Both topics require continual updates, neither are something one learns with no expectation of skill reestablishment. Continuing education is an aspect of psychological training that must be implemented, since social issues will fluctuate over a psychologist's career (Cohen, 1984). The notion of continuing competence is especially vital with respect to ethics and professional issues, as an emphasis needs to be placed on formal ethics training post-doctorally. And, as mentioned earlier, informal methods can be encouraged as important during graduate training, since it is evident that psychologists engage in these informal methods post-doctorally.

It has been recommended that supervisors in training settings have a responsibility to instruct supervisees in the ethical dimension of the practice of psychology (Vasquez, 1992). This issue resurrects the debate of preference of formal ethics training versus informal, alternative methods of ethics instruction. However, it has been reported that interns with formal ethics training performed better on the Ethical Discrimination Inventory than interns with no such training (Baldick, 1980).

Additionally, it has been suggested that ethics training in the context of practica or internship training is not possible, mainly because sites involved in predoctoral internships see the role of ethics education as exclusively that of the graduate programs (Newmark & Hutchins, 1981). Presumably, informal methods of ethics training do not provide a guide to apply pertinent ethical principles, and thus do not adequately prepare future practitioners to deal with future ethical dilemmas (Handelsman, 1986b). Finally, the American Psychological Association has emphasized that education is the best way to *foster* ethical behaviour (cf. McGovern, 1988). Thus, it can be concluded that, although formal ethics education is not the global panacea for enhancing the professional conduct of psychologists, it is an integral, irreplaceable link in the fundamental chain of psychological training. Results of the present study and the opinion of the author lend support to this concept, since participants reported that, although the course under evaluation provided a solid foundation, other methods of ethics training were equally important in their professional development. It appears that, while both types of ethics training are necessary in the practice of professional psychology, neither is a singularly sufficient condition. Future research in the area of ethics training would benefit from emphasizing and examining the impact and efficacy of both formal and informal methods of ethics training.

Improving ethics education. Respondents felt only moderately positive that the course under evaluation needed to be revised to improve the ethical awareness of students. The majority of respondents felt moderately to strongly positive that their

doctoral training had adequately prepared them for the potential experience of dealing with ethical issues and problems. Respondents did not achieve consensus when asked if changes were needed to better prepare doctoral candidates to deal with ethical issues as professional psychologists. Participants moderately agreed with the statement that graduate psychology students are adequately informed of ethical issues and problems in the field of psychology. While respondents overwhelmingly agreed that the amount of information given to psychology students should not be decreased, their beliefs were less in accordance about whether the amount of information given to the students should be increased. These results do not support previous research in which ceiling effects were reported; that is, participants of a survey of ethics training tended to respond in socially desirable ways (Pettifor & Pitcher, 1982). It is possible that respondents answered more honestly in the present study; however, it is impossible to ascertain the truth of this assumption. Participants were provided with space in which to write down commentaries after each question. Perhaps they felt they could be more truthful (and, possibly, less socially desirable) since they were provided the opportunity to qualify each response. It is suggested that future research in the area of ethics education include both quantitative and qualitative aspects.

When respondents were queried on how they felt formal ethics training could be improved, five general themes emerged. First, applicability was an important issue, that is, they felt that there was a need to practice the resolution of actual ethical dilemmas. This finding has also been reported as a recommendation by other ethics educators (Fine & Ulrich, 1988). It has also been recommended that work to develop

further courses in ethics should focus more attention on real-world problems, and not just hypothetical cases (Haas *et al.* 1986). Second, the amount of ethics training was vital: participants felt that more than one course was needed, that this second course should be offered later in the program, and that it should be linked directly with work experience. Additionally, the requirement of formal ethics training for all psychology graduate students was endorsed by survey respondents. These findings reinforce the views and opinions in other surveys of formal ethics training (Tymchuk *et al.*, 1982; Tymchuk, 1985). Third, participants reported that formal courses should increase the context specificity; that is, particular issues needed to be discussed (for example, special populations, wrongful dismissal, relations with colleagues, etc.). While this point is slightly related to the first recommendation (i.e., actual cases), it may be difficult to realize, since professional psychology is such a diverse and ambivalent area (Sechrest & Chatel, 1987). Fourth, participants believed that continual program updates were imperative to the teaching of ethics and professional issues. This point has been well-taken by the instructor. Examples were the timely inclusion of the Canadian Code of Ethics for Psychologists and subsequent revisions and the inclusion of ethical issues related to counselling people with HIV and AIDS. Finally, respondents discussed the importance of emphasizing alternative models of ethics training, both formal and informal.

While it is acceptable to encourage alternative activities *in addition* to formal ethics training at the graduate level, it would be unwise to recommend them as a replacement. It has been reported that primary skills acquired upon entry into

graduate training are quite powerful. Psychologists do what they were taught to do initially, both throughout their careers and in the supervision of trainees (Sechrest & Chatel, 1987). With this in mind, a logical strategy would be to report the findings of the present study and other studies to professional associations. Conceivable recipients of this information include the Canadian Psychological Association (CPA) and the provincial associations, as well as post-secondary associations such the Association of Universities and Colleges of Canada (AUCC) and the Ministries of Colleges and Universities.

Conclusions. A synthesis of the results for the present study, upon first glance, appears to support achievement of the course goals. Qualitative analyses, though, revealed that former students' perceptions of what the course should achieve and the actual goals of the course are not in accordance. The course is intended to provide students with a foundation of ethics and ethical issues in the practice of psychology. Quantitative results seem to strongly support the course's achievement of increasing ethical awareness and promoting thoughtful consideration of ethics. Suggestions for improving the course under evaluation and ethics education in general included the practice of the resolution of actual ethical dilemmas, and increasing the context specificity of ethics by discussing specific issues (e.g., special populations, relations with colleagues). These suggestions imply that students want a "cookbook" approach to solving ethical dilemmas, that is, "What do I do in Case X or Case Y?" It is important to note that the present study included both quantitative and qualitative components on the survey as a means of increasing the credibility of survey findings.

Traditional research tends to focus primarily on the quantitative aspects of survey design. If the present study had omitted the qualitative component, much valuable information would not have been provided, since the quantitative results support the achievement of the course goals. It was only through the content analysis of the qualitative responses that this mismatch between course goals and students' expectations of what the course offers was revealed. If this information had been apparent at the outset of the study, the survey would have included a question asking respondents to identify the course goals.

In light of these findings, several recommendations can be forwarded: (a) the implementation of formal ethics training in nonclinical psychology graduate programs is an important step, (b) a second ethics course might be considered in clinical psychology graduate programs, (c) while the course under evaluation should be kept in the first term of study for doctoral candidates, the second course should be offered before or during internship training, (d) the first course should remain as a foundational course; however, it should be emphasized at the outset that a second, later course will address applicability and context specificity. In this way, it is anticipated that the primary course goals are more likely to be achieved. The final recommendation is that the second course could be presented in a workshop format, where practising psychologists could be guest speakers who would discuss ethical issues that arise in their area of practice, and, perhaps, possible ways with which to deal with these issues. In order to counteract the phenomenon known as the ethical insult (Veatch & Sollitto, 1976), this last recommendation is vitally important.

Students need to understand that anyone can become involved in an ethical problem. Practising psychologists cannot play ostrich and try to hide from ethical issues. In some senses, it is the nature of the profession of psychology: we are fallible persons working with fallible persons. The lines of communication need to be opened up, and discussions need to begin.

It is important to note that the present study resulted in the identification of positive aspects as well as avenues for improvement of the ethics course under evaluation. And, the "evaluation of educational and training requirements should not begin with the presumption that current practices are inadequate or ineffective. They may, in fact, be developing highly competent, effective practitioners to a degree unmatched by any markedly different alternatives" (Sechrest & Chatel, 1987, p. 33). The results and conclusions of the present study simply provide information significant to amending the training of psychologists. Updating professional training programs has to be addressed constantly in an ever-changing society.

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APPENDIX A

Ethics Education

S. Amanda Joab
807-1343 Meadowlands Drive
Nepean, Ont.
K2E 7E8

Jan. 4, 1993

Dear colleague,

Please find enclosed a copy of a survey designed to assess the course "Ethics and Professional Issues", taught at the University of Ottawa's School of Psychology, in which you were enrolled. All past students are being asked to complete this survey so that I can study the value of ethics education for clinical psychologists. This survey is part of my Master's thesis in psychology; thus, I would like to request that the completed surveys be returned to me in the envelope provided no later than February 2, 1993.

It would be greatly appreciated if you could take a few minutes out of your busy schedule to complete this survey.

Thank you for your time.

Sincerely,

Amanda Joab

Dr. Pierre Ritchie
School of Psychology
University of Ottawa
11 Marie Curie, 6th floor
Ottawa, Ont.
K1N 6N5

Jan. 4, 1993

Dear colleague,

You are being asked to complete the enclosed survey as part of an evaluation to assess ethics education for psychologists at the graduate level. The study is being conducted by Amanda Joab, a Master's student at Carleton University. She has obtained my permission to survey past students who were enrolled in "Ethics and Professional Issues" at the University of Ottawa's School of Psychology. Of course, the choice to participate is entirely your own. I shall receive no information on who did/did not respond.

I believe this research will make an important contribution to the refinement of ethics education. You have a perspective as one who took a formal course and who is now practising or at a later point in your professional training. Your input into this survey would be highly valued and greatly appreciated. I encourage you to consider taking a few minutes to complete this short survey.

Thank you for your cooperation.

Sincerely,

Pierre L.-J. Ritchie, Ph.D., C.Psych.

Consent Form

The following survey is designed to assess the achievement of the objectives of an ethics education course for clinical psychology students. Completion of this survey is entirely voluntary, and you may withdraw at any point or refrain from answering questions with which you do not feel comfortable. All responses will be completely confidential. Please sign below to indicate that you have consented to participation. (Please note that this form will be separated from the actual survey).

Signature: _____

Date: _____

Thank you for your cooperation.

January 15, 1993

Dear colleague,

Several weeks ago, you were asked to complete a survey designed to assess the course "Ethics and Professional Issues", taught at the University of Ottawa's School of Psychology. As a past student, your input into this evaluation of formal ethics training for clinical psychologists is invaluable.

Thus, if you have not already done so, I would ask that you take a few minutes to complete this short survey, and return it to me at Carleton University's Department of Psychology. If you have any questions or comments, please feel free to phone me at (613) 788-2644.

Thank you for your time and your cooperation.

Sincerely,

Amanda Joab
Department of Psychology
Carleton University

A SURVEY OF ETHICS EDUCATION

Gender: _____ Age (in years): _____

Number of years since graduation: _____ / Number of years since starting graduate school: _____

Number of years in work force, if any, prior to beginning your Ph.D.: _____

Number of years since completion of formal course in ethics: _____

Type of professional practice (e.g., private, community mental health centre, academic, etc.): _____

Formal Ethics Education

1. To what extent do you feel the University of Ottawa ethics course increased your ethical awareness in your psychological practice? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
 Not   To some   To a large
 at all   extent   extent

Please explain: _____

---

2. To what extent could this course be revised to improve the ethical awareness of its students? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
 Not   To some   To a large
 at all   extent   extent

Please explain: _____

---

3. To what extent did the University of Ottawa ethics course promote thoughtful consideration of contemporary ethical and professional issues and problems? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

Please explain: _____

4.(a) To what extent do you feel that your doctoral training adequately prepared you for ethical issues and problems you have had (or will have) to face in your professional career as a psychologist? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

(b) To what extent do you feel that changes are required to better prepare doctoral candidates to deal with ethical issues as professional psychologists? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

Please explain your answers: _____

5.(a) In your opinion, to what extent are psychology students adequately informed of ethical issues and problems in the field of psychology? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

(b) To what extent should steps be taken to increase the amount of information given to psychology students about the nature of ethics in psychology? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

(c) To what extent should steps be taken to decrease the amount of information given to psychology students about the nature of ethics in psychology?
(Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

Please explain your answers: _____

---

6. To what extent are you presently involved (or have you ever been involved) in any form of ethics or ethics education? (e.g., teaching ethics, sitting on ethics committee, etc.)? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not **To some** **To a large**
at all **extent** **extent**

Please explain: _____

---

7. To what extent has your involvement/interest in ethical issues post-doctorally been a result of your exposure to ethics as a graduate student of psychology? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not **To some** **To a large**
at all **extent** **extent**

Please explain: _____

8.(a) To what extent has your way of thinking about ethics been broadened because of the University of Ottawa ethics course? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not **To some** **To a large**
at all **extent** **extent**

(b) To what extent has your ethical reasoning ability improved because of the University of Ottawa ethics course? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

Please explain your answers: _____

---

9. To what extent have your perceptions of professional roles, responsibilities, and duties changed because of the University of Ottawa ethics course? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

Please explain: _____

---

10. To what extent have your attitudes changed toward clients because of the University of Ottawa ethics course (including your perceptions of clients' needs, rights, strengths, weaknesses, responsibilities, and autonomy)?
(Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
Not   To some   To a large
at all   extent   extent

Please explain: _____

---

11. To what extent has your behaviour in clinical situations been different than it may have been because of the University of Ottawa ethics course? (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
 Not   To some   To a large
 at all   extent   extent

Please explain: _____

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12. Since completing your M.Ps. and/or Ph.D., to what extent have other methods increased your ethical awareness of issues in your field? (e.g., staff meetings, informal discussions with colleagues, formal workshops) (Please circle the appropriate response below)

1-----2-----3-----4-----5-----6-----7
 Not   To some   To a large
 at all   extent   extent

Please specify and explain their impact on your professional conduct.

---

13. Looking back on your training and your professional career, do you have any suggestion/recommendations regarding the teaching of ethics?

EVALUATION OF ETHICS TRAINING

DEBRIEFING

Since 1980, a course entitled "Ethics and Professional Issues" has been a requirement for all graduate students enrolled in the clinical psychology program at the University of Ottawa. Formal courses in ethics are mandatory for clinical doctoral programs to be accredited by the American and Canadian Psychological Associations. In the past twelve years, the course has been taught by the same person, and the purposes and goals of the course have remained constant over this time. The two purposes of this ethics course are the introduction of basic ethical principles related to the psychological enterprise in research and clinical practice, and the review of recent professional issues influencing the development of psychology. The essential goals of the course are to increase ethical awareness in the application of psychology, and to promote thoughtful consideration of contemporary ethical and professional issues.

The purpose of this study was to evaluate the objectives of the course; that is, have the course objectives been achieved. Psychologists who have taken this course over the past 12 years are being surveyed in an attempt to identify the long-term effects of formal ethics education and the extent to which ethics education in the classroom can be applied to the field of psychology.

Thank you very much for taking time out of your busy schedule to complete this survey. If you are interested in the results, please enclose your name and address on a separate sheet and I will send you a copy of the results upon completion of the study. If you have any questions, please feel free to contact Amanda Joab (Principal Investigator: (613) 228-8365) or Dr. T.J. Ryan (Faculty Sponsor of this research project: (613) 788-2600, ext. 4025). If you have any ethical concerns about this research then please contact Dr. K. Matheson (Chair, Department of Psychology Ethics Committee, 788-2644), or Dr. W. Jones (Chair, Department of Psychology, 788-2600, ext. 2648)

UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA

Ethics Education 72

CENTRE DES SERVICES PSYCHOLOGIQUES
CENTRE FOR PSYCHOLOGICAL SERVICES

Ethics Committee
Department of Psychology
Carleton University

December 1, 1992

Dear colleagues,

The research project being conducted by Amanda Joab is part of an evaluation to assess ethics education for graduate students in Clinical Psychology. Ms. Joab has obtained my permission to survey past students who were enrolled in Ethics and Professional Issues at the University of Ottawa's School of Psychology.

Sincerely,

Pierre L. J. Ritchie, Ph.D., C Psych
Associate Professor

Table 1
Type of professional practice
reported by survey respondents

<u>Type of practice</u>	<u>N</u>
Private	7
Community Mental Health Centre (CMHC)	3
Academic	1
Government	2
Hospital	6
Correctional Institution	2
School Setting	2
Private & CMHC	4
Private & Academic	2
Private & Hospital	4
Student	6
Missing Cases	4
Total	43

Table 2
Correlation matrix of personal and
professional characteristics of
survey respondents

	Gender	Age	Grad	Course	Practice
Gender	1.0000	-.0270 (40)*	.0580 (36)	.1498 (43)	.1599 (38)
Age		1.0000	.1577 (34)	.2780 (40) p=.041	-.1783 (35)
Grad			1.0000	.1190 (36)	-.0895 (33)
Course				1.0000	-.1224 (38)
Practice					1.0000

Grad = number of years since graduation

Course = number of years since completion of formal course in ethics

Practice = type of professional practice

* The number in parentheses represents the number of valid cases used in calculating this correlation

Table 3
Correlation of survey questions with
personal/professional characteristics of
survey respondents

<u>Personal Characteristics</u>	<u>Survey Questions</u>		
	Change	Increase	Decrease
Course	.37 (43)* p=.008	N/A	N/A
Grad	N/A	-.55 (35) p=.000	.42 (35) p=.000

Change= the extent to which the course could be revised to improve the ethical awareness of its students

Increase= the extent to which steps should be taken to *increase* the amount of information given to psychology students about the nature of ethics in psychology

Decrease= the extent to which steps should be taken to *decrease* the amount of information given to psychology students about the nature of ethics in psychology

Course= number of years since completion of formal course in ethics

Practice= type of professional practice

Grad= number of years since graduation

* The number in parentheses represents the number of valid cases used in calculating the correlation coefficients

Figure 1

The extent to which the University of Ottawa ethics course increased respondents' ethical awareness in their practice of psychology.

Figure 2

The extent to which the University of Ottawa ethics course promoted thoughtful consideration of contemporary ethical and professional issues and problems.

Figure 3

The extent to which respondents' way of thinking about ethics has been broadened because of the University of Ottawa ethics course.

Figure 4

The extent to which respondents' ethical reasoning ability has improved because of the University of Ottawa ethics course.

Figure 5

The extent to which respondents' perceptions of professional roles, responsibilities, and duties changed because of the University of Ottawa ethics course.

Figure 6

The extent to which respondents' attitudes toward clients changed because of the University of Ottawa ethics course (including their perceptions of clients' needs, rights, strengths, weaknesses, responsibilities, and autonomy).

Figure 7

The extent to which respondents' behaviour in clinical situations has been different than it may have been because of the University of Ottawa ethics course.

Figure 8

The extent to which participants are presently involved (or have ever been involved) in any alternative forms of ethics or ethics education (e.g., teaching ethics, sitting on ethics committees, etc.).

Figure 9

The extent to which respondents' involvement/interest in ethical issues post-doctorally has been a result of their exposure to ethics as a graduate student of psychology.

Figure 10

The extent to which other methods of ethics training have increased respondents' ethical awareness of issues in their field (e.g., staff meetings, informal discussion with colleagues, formal workshops, etc.).

Figure 11

The extent to which respondents believe the course under evaluation could be revised to improve the ethical awareness of its students.

Figure 12

The extent to which respondents believe that their doctoral training adequately prepared them for ethical issues and problems they have had (or will have) to face in their professional careers as psychologists.

2 OF/DE 2

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NBS 1010a ANSI/ISO #2 EQUIVALENT

Figure 13

The extent to which respondents believe changes are required to better prepare doctoral candidates to deal with ethical issues as professional psychologists.

Figure 14

The extent to which respondents feel that psychology graduate students are adequately informed of ethical issues and problems in the field of psychology.

Figure 15

The extent to which respondents feel steps should be taken to decrease the amount of information given to psychology students about the nature of ethics in psychology.

Figure 16

The extent to which respondents believe steps should be taken to increase the amount of information given to psychology students about the nature of ethics in psychology.

END

1 3-1 2-9 3

FIN