

## 1. BASIC INFORMATION

<b>Course</b>	Ethical Values
<b>Degree program</b>	Bachelor's Degree in Psychology
<b>School</b>	Health Sciences
<b>Year</b>	3
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English / Spanish
<b>Delivery mode</b>	On-campus/ Virtual
<b>Semester</b>	5
<b>Academic year</b>	2025 - 2026
<b>Coordinating professor</b>	Marina Baquero Tomás

## 2. INTRODUCTION

This subject is designed to provide knowledge and understanding of the values inherent to the professional practice of psychology and the contexts involved in it. Ethical values are of utmost importance in the field of psychology. Ethics constitutes an essential part of this profession, endowing it with dignity and strengthening its presence in society. This course aims to introduce students to the main concepts and contexts related to ethics and, consequently, to bring them closer to practical application by working on specific situations in clinical, educational, and legal settings, as well as in other contexts of professional practice.

## 3. LEARNING OUTCOMES

### Knowledge

KNO09. Know the different fields of application of Psychology and have the necessary knowledge to impact and improve the quality of life of individuals, groups, communities and organisations in different contexts: education, clinical and health, work and organisations.

### Skills

SK01. Know how to analyse the needs and demands of recipients from a psychological perspective.  
SK03. Know how to analyse the context where individual behaviour and group/organisational processes develop.

### Competences

CP13. Know and meet the deontological obligations of Psychology.

CDC02. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

CDC07. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

#### **LEARNING OUTCOMES**

- General knowledge of the profession of a psychologist and the different ways it is practised.
- Know the concepts on which the profession is based, duties and values.
- Have an ethical vision of the profession and understand the consequences of poor practice: civil, criminal and/or administrative liability.
- Know the mission of professional associations and codes of ethics.

## **4. CONTENTS**

- General principles
- Professional competence and the relationship with other professionals
- Intervention
- Research and teaching
- Collection and use of information
- Advertising
- Fees and remuneration
- Procedural safeguards

## **5. TEACHING AND LEARNING METHODOLOGIES**

The types of teaching-learning methodologies used are indicated below:

- Problem-Based Learning (PBL)
- Lectures
- Student oral presentations
- Case Method
- Practical training sessions

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Case analysis	10
Debates	15
Practical exercises	30
Formative assessment (knowledge tests and instructor feedback)	5
Group-based participatory activities (group projects, reports, seminars, participation in forums, etc.)	10
Lectures	25
Tutoring sessions	5
Independent study	50
<b>TOTAL</b>	<b>150</b>

### Virtual mode:

Learning activity	Number of hours
Virtual seminar	25
Debates and colloquia	15
Case analysis	10
Online forums	30
Independent work	50
Virtual tutoring sessions	5
Group-based activities	10
Formative assessment	5
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

#### Campus-based mode:

Assessment system	Weight
Essays / Text commentaries	5 %
Oral presentations	15 %
Reports and written assignments	10 %
Participation in debates and forums	10 %
Face-to-face knowledge tests	60 %

#### Virtual mode:

Assessment system	Weight
Essays / Text commentaries	5 %
Webconference oral presentations	15 %
Reports and written assignments	10 %
Participation in debates and online forums	10 %
Virtual knowledge tests	60 %

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

## 7.1. Ordinary call period

#### Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

**If cases of plagiarism are detected** in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

#### **Virtual mode:**

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

**If cases of plagiarism are detected** in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

## **7.2. Extraordinary call period**

#### **Campus-based mode:**

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5.0 out of 10.0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that in the Extraordinary call period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

#### **Virtual mode:**

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.**

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

### Campus-based mode:

Assessable activities	Deadline
Reports and written assignments	Week 4
Participation in debates and forums	Week 6
Essays / Text commentaries	Week 9
Oral presentations	Week 12
Face-to-face knowledge tests	January 2026

### Virtual mode:

Assessable activities	Deadline
Essays / Text commentaries	Week 9
Webconference oral presentations	Week 12
Reports and written assignments	Week 4
Participation in debates and online forums	Week 6
Virtual knowledge tests	January 2026

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference works for this subject are:

- Koocher, G. P., & Keith-Spiegel, P. (2020). *Ethics in psychology and the mental health professions: Standards and cases* (4th ed.). Oxford University Press.
- American Psychological Association. (2017). *Ethical Principles of Psychologists and Code of Conduct* (2002; enmendado el 1 de junio de 2010 y el 1 de enero de 2017). <https://www.apa.org/ethics/code>
- Pastor Morales, J. M. y del Río Sánchez, C. (2018). *Ética profesional en salud mental: Guía de actuación ético-deontológica y legal en psicología clínica y psiquiatría*. Madrid. Ediciones Pirámide.
- del Río Sánchez, C. (2012). *Guía de ética profesional en psicología clínica*. Madrid. Ediciones Pirámide.
- Colegio Oficial de Psicólogos de Madrid (2011) Código Deontológico del psicólogo. Actualización en Asamblea General Extraordinaria 23 de abril de 2015.
- Colegio Oficial de Psicólogos de Madrid (2011). *Ética y Deontología en la práctica psicológica*, Madrid. Colegio Oficial de Psicólogos de Madrid. ISBN: 84-87556-31-9.

The recommended Bibliography are:

- REGLAMENTO DE PROCEDIMIENTO DISCIPLINARIO DEL CONSEJO GENERAL DE COLEGIOS OFICIALES DE PSICÓLOGOS Y DE LOS COLEGIOS OFICIALES DE PSICÓLOGOS
- Abad Alamo, M. (2001). La perspectiva ética de los códigos de conducta en Terapia Familiar. Cuadernos de Terapia Familiar, 48-49, 83-96.
- American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Washington DC: American Psychological Association
- Anderson, T.L. y Needels, et al. (1998). *Avoiding ethical misconduct in psychology specialty areas*. Springfield: Charles C. Thomas Publisher
- Cohen, M. (2005). *101 dilemas éticos*. Madrid: Alianza. ISBN: 84-206-5839-1.
- Cortina, A. (2013). *La ética*. Barcelona: Paidós.

**Some of the theoretical content will be provided to students through CANVAS, particularly content developed by the teaching team or specific articles.**

## **10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNI**

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.