

## 1. BASIC DATA

<b>Subject</b>	Ethical values
<b>Titration</b>	Bachelor's Degree in Psychology
<b>School/ Faculty</b>	Faculty of Biomedical and Health Sciences
<b>Course</b>	4th
<b>ECTS</b>	6
<b>Character</b>	Compulsory
<b>Language/s</b>	English
<b>Modality</b>	Face-to-face
<b>Semester</b>	S2
<b>Academic year</b>	2025 - 2026
<b>Coordinating Teacher</b>	Jesús Alonso Vega
<b>Teacher</b>	Jesús Alonso Vega

## 2. PRESENTATION

The subject of Ethical Values is compulsory and is taught in the fourth year of the Bachelor's Degree in Psychology.

Having a knowledge of the code of ethics and ethics that governs the profession is an obligation and a responsibility of every psychologist, regardless of the field of work. This is especially relevant if we take into account that the psychology professional relates to people who very often go through situations of high vulnerability. In addition, every psychology professional will have to face situations of ethical conflict, and it is essential that students learn to solve dilemmas while respecting the essential ethical principles that govern their profession. To this end, it is crucial that there are formal spaces in which these issues are explicitly discussed and explained.

This subject will look at the most relevant ethical principles for all professionals, offer a model for resolving ethical dilemmas, and study the main ethical conflicts in different areas of the exercise of the profession.

The ultimate objective of this subject is to create a space for reflection and practice in which students have to reflect on situations that they may encounter in the future in their work as psychologists.

## 3. LEARNING OUTCOMES

### Knowledge

CON03: Identify different realities in which a psychology professional can intervene

- To describe in a general way the profession of psychologist and its different modes of practice
- Identify the Mission of the Professional Associations and the codes of ethics

### **Skills**

HAB06: Analyse the deontological obligations in the various areas of action in psychology

- To analyse different pseudotherapies in the field of the psychologist's profession
- Analyze the concepts on which the profession is based, responsibilities and values
- Evaluate the consequences of bad practice of the profession: civil, criminal and/or administrative liability
- Make decisions based on standardized ethical deliberation.

### **Competences**

COMP09: Know the different fields of application of Psychology and have the necessary knowledge to influence and promote the quality of life in individuals, groups, communities and organizations in the different contexts: educational, clinical and health, work and organizations and community.

COMP10: Know how to analyze the needs and demands of the recipients of the function in different contexts.

COMP20: Know how to analyze the context where individual behaviors, group and organizational processes are developed

COMP34: Know how to provide feedback to recipients in an appropriate and accurate way

COMP35: Be able to produce oral and written reports

COMP36: Know and adjust to the deontological obligations of Psychology.

## **4. CONTENT**

- Topic 1. General principles: Conceptual framework and principles of bioethics.
- Topic 2. Ethical and deontological codes of the psychologist.
- Topic 3. Moral deliberation
- Topic 4. Professional competence and relationships with other professionals. Advertising.
- Topic 5. Ethics in psychological intervention. Obtaining and Using Information, Fees, and Remuneration.
- Topic 6. Ethics in Psychological Evaluation
- Topic 7. Ethics in Research and Teaching.
- Topic 8. Ethics in Work Psychology
- Topic 9. Ethics in legal psychology. Procedural guarantees.
- Topic 10. Ethics in health psychology and bioethics.

## **5. TEACHING-LEARNING METHODOLOGIES**

The following are the types of teaching-learning methodologies that will be applied:

- Case Method
- Problem-Based Learning
- Masterclass
- Internship

- Student Exhibitions

## 6. LEARNING ACTIVITIES

The types of training activities that will be carried out and the students' dedication in hours to each of them are identified below:

Training activity	Number of hours
Masterclass	19h
Asynchronous Masterclass	6h
Freelance work	50h
Practical exercises	30h
Debates	15h
Case Analysis	10h
Formative assessment	3h
Face-to-face knowledge tests	2h
Group Participatory Activities	10h
Face-to-face tutoring	5h
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESMENT

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Evaluation system	Weight
Knowledge test: Exam 30 multiple-choice questions with 3 alternatives (6 points of the total) and a deliberation case (4 points of the total).	40%
Participation in debates and forums * - Active participation in clinical simulations (10%) - Active participation in two debates (5% + 5%)	20%
Oral presentations: Group work Part 1	15%
Reports and Writings: Group Work Part 2	15%
Essays/Text Comments: Argumentative essays on two required readings (5% + 5%)	10%

\*The activities related to the evaluation system Participation in debates and forums are mandatory in the classroom/simulated hospital and will not be broadcast through Teams.

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

### Attendance

As established in the Regulations for the evaluation of degrees of the European University, Title I, art. 4, "For students who are studying face-to-face undergraduate studies, it is mandatory to justify at least 50% of attendance at classes, as a necessary part of the evaluation process and to comply with the student's right to receive advice, Academic assistance and monitoring by the teacher. The lack of accreditation by the means proposed by the university of at least 50% of attendance will entitle the professor to grade the subject as failing in the ordinary call, in accordance with the grading system provided for in these regulations. All this, without prejudice to other requirements or higher percentages of attendance that each faculty may establish in the learning guides or in its internal regulations"

Those students who have not complied with 50% attendance in the ordinary call may be graded as failed, having to pass the objective tests corresponding to the subject in the extraordinary call, in which they must obtain a grade greater than or equal to 5.0 out of 10.0.

## 7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In addition, it is necessary that you obtain a grade greater than or equal to 5 out of 10 in the knowledge test (final), so that it can average with the rest of the assessable activities of the subject. You also need to get a grade greater than or equal to 5 out of 10 in each of the following mandatory activities (it is mandatory to present and pass):

- Participation in debates and forum
- Oral presentations: Group work Part 1
- Reports and Writings: Group Work Part 2
- Essays/Text Comments

### PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

**AI-Generated Content:** AIGC-Generated Content (AIGC) tools, such as ChatGPT and other language models (LLMs), cannot be used to generate work. These tools cannot be held responsible in any way for the content written in the work. If a student has used these tools to develop any part of their work, their use should be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used to improve spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an artificial intelligence tool rests with the professor, the academic coordinator, and the direction of the degree.

## DELAY IN THE DELIVERY OF MANDATORY ACTIVITIES

Late submission of mandatory assignments will result in the activity not being assessed, and a numerical grade of 0 will be assigned.

### Simulation

Uniform Requirement for Simulation Sessions: Whenever simulation activities are conducted, students are required to wear the appropriate uniform (scrub top and pants) in the simulated hospital environment. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session.

The student can miss a single simulation with or without justification. More than one lack of attendance at the simulations will mean that he will have to recover this block in an extraordinary call.

## 7.2. Extraordinary call

To pass the subject in the extraordinary call, the same requirements must be met as in the ordinary call. The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5 out of 10 in the knowledge test (Final Exam), so that it can average with the rest of the assessable activities of the subject. You also need to get a grade greater than or equal to 5 out of 10 in each of the following mandatory activities (it is mandatory to present and pass):

- Participation in debates and forum
- Oral presentations: Group work Part 1
- Reports and Writings: Group Work Part 2
- Essays/Text Comments

The activities in the extraordinary call will be evaluated with the same guidelines as in the ordinary call. To pass the subject in the extraordinary call, a final grade of at least 5 out of 10 (weighted average) must be obtained. The evaluation criteria for the second examination period are the same as for the first examination period, except for simulations and active participation.

### Recovery of simulations in extraordinary call

The recovery of simulations in an extraordinary call will be carried out by carrying out a written exam of clinical cases in which the student demonstrates the understanding of the key competences worked on in the subject.

### Recovery of active participation

To recover this part in extraordinary, the student will have to present three papers on activities and debates carried out in class. No less than 1,000 words, no more than 3,000 words. If the student does not have notes on these activities or discussions, the teacher can provide them.

## 8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Cases raised in class followed by group discussion and individual reflection	February-April
Simulation	February-May
Group work: selection of a situation of ethical dilemma and realization and presentation of a process of moral deliberation.	May
Readings and reflection on them.	March
Knowledge assessment test.	June

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- American Psychological Association (2002). Ethical Principles of Psychologists and Code Of Conduct.
- Del Río Sánchez, C. d., & Bermejo Frigola, V. (2009). Professional ethics and deontology. Papers of the psychologist: Journal of the Official College of Psychologists, 30(3), 182-183.
- Del Río Sánchez, C., Pérez San Gregorio, M.A., Rodríguez, A. M., & Más, M. B. (2003) Ethics of dual relationships in psychotherapy. Psicothema, 15(1), 58-64.
- European Federation of Professional Associations in Psychology (EFPPA) (1995). Metacode of Ethics of the European Federation of Associations of Professionals in Psychology.
- Gracia, D. (2004). Moral Deliberation: The Method of Clinical Ethics. In Gracia, D. and Júdez, J. (Cords. Ethics in Clinical Practice. Madrid: Editorial Triacastela.
- Knapp, S. J., Gottlieb, M. C., Handelsman, M. M., & VandeCreek, L. D. (Eds.). (2012). APA handbook of ethics in psychology, Vol 1: Moral foundations and common themes (pp. xxiii, 518). American Psychological Association. <https://doi.org/10.1037/13271-000>
- Morales, J. M. P., & Sánchez, C. del R. (2018). Professional ethics in mental health. Pyramid.
- Urra, Javier. (2007). Ethical dilemmas of legal psychologists. Yearbook of Legal Psychology, 17, 91-109.

### Online Resources

- Code of Ethics for Psychologists (COP, 1987) [http:// www.cop.es/pdf/etica.pdf](http://www.cop.es/pdf/etica.pdf)

- Metacode of the European Federation of Psychologists' Associations (EFPA, 1995): <http://www.cop.es/infocop/vernumeroCOP.asp?id=1021>
- American Psychological Association Code [http:// www.apa.org/ethics/code/index.aspx](http://www.apa.org/ethics/code/index.aspx)

Recommended bibliography is indicated below:

- Barbero Gutiérrez, J., Sánchez Caballero, M., & Martín Cortecero, J. M. (2013). Professional secrecy and vital risk for an identified third party: Methodology of ethical analysis around a case. *Journal of the Spanish Association of Neuropsychiatry*, 33(119), 555- 573.
- Chamarro Lusa, Albert Gaya, Juan Linares. Lladó I Contijoch, Romero Rodríguez, Sánchez Vidal, Valiente Barros & Ventura Farré (2007). *Ethics of the psychologist*. Barcelona: Editorial UOC.
- Official College of Psychologists (2010). *Code of Ethics*. Modification to adapt it to Law 25/2009 (Omnibus Law).
- Del Río Sánchez, C. (2000). Reports of parties in marital conflicts: deontological implications. *Papers of the Psychologist*, 77.
- Del Río Sanchez, C. d. (2005). *Guide to Professional Ethics in Clinical Psychology*. Madrid: Piramide
- Pérez, Eloísa; Muñoz, Manuel; Ausín, B. (2003). Ten keys to the preparation of clinical psychological reports (according to the main laws, standards, norms and current guidelines) *Papeles del Psicólogo*, 24, 86, 48-60.
- Richaud de Minzi, María Cristina. (2007). Ethics in psychological research. *Approaches: Journal of the Adventist University of El Plata*, (1-2), 5-18.
- The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1978). *Belmont Report. Ethical Principles and Guidelines for the Protection of Human Research Subjects*.
- Tien, L. (2012). *Ethics for psychologists: A casebook approach*. Thousand Oaks: SAGE Publications.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree

Students who need educational support can write to us at:

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

## 11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.