

**EDP 385C ETHICS in COUNSELING  
SYLLABUS, Fall, 2015  
Course 10940; Tuesdays 9:00 – 11:50 am**

**Instructor**

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**Teaching Assistant**

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**Course Objectives**

To demonstrate understanding through the ability to explain and/or apply:

- (1) The development, application, and complexity of the American Counseling Association's *Code of Ethics and Standards of Practice*, the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*, and the American School Counselor Association's (ASCA) *Ethical Standards for School Counselors*
- (2) Various theories and philosophies of ethics
- (3) Current ethical, legal, and professional issues affecting the work of Counselors/ Psychologists;
- (4) The intersection of ethics, law, and regulation
- (4) Ethical decision making models commonly employed in diverse settings
- (5) the unique ethical dilemmas and situations present in rural communities and diverse populations

**Texts**

Bazerman, M.H. & Tenbrunsel, AE. (2011). *Blind spots*. Princeton, NJ: Princeton University Press

Welfel, E.R. (2013). *Ethics in counseling and psychotherapy (6th<sup>h</sup> ed)*. Belmont, CA: Brooks/Cole.

Relevant ethical code for your selected specialization (available in the Welfel textboo)

\* Additional readings posted on Canvas

**Course Requirements**

- **Reaction Posts** – Submit a total of 4 posts in Canvas (under 'Discussions') during the semester – dispersed throughout the semester (not in sequential weeks). Three of these posts will be reactions to course readings and class discussions, and the fourth will be a reaction to one of your classmates' posts. Posts should be reflective and include your personal reactions to readings and discussions. Posts should be between 300-400 words (around 1/4 to 1/3 of a typed page). Grades will be awarded based on clarity, critical thinking and analysis skills, reflection, and demonstration of an understanding of some core ethical concepts that you identify. (10 points)

- **Quizzes** – Being adequately prepared to discuss the readings and apply concepts to case materials selected is a critical part to your success in the course. *As a result, 2 quizzes will be given during the semester.* These quizzes will be developed to evaluate your basic preparation of the materials. In other words, if you did the readings, the quizzes should be relatively easy. There may be additional non-graded quizzes during other class times (5 points each quiz – 10 points total)
- **Class Discussion/Attendance** - Significant contribution to class discussion is expected from each member of the class. Debate and thoughtful disagreement are encouraged. This requirement assumes participation and attendance - any absence from class must be discussed with the instructor. *Missing more than 1 day of class will result in a significant reduction of your class participation grade, up to all 10 points (10% of grade).* A minimum of 3 points will be taken off for each absence over 1. Multiple days of showing up late will also result in a deduction of one's class discussion grade. (15 points)
- **Video Project Ethics Analysis** – Students will be working in teams of 4-5 for this assignment. Teams will be asked to identify an ethical conflict or dilemma involving at least two ethical principles or virtues **and** some aspect of your profession's ethical standards that you believe could be well-captured in a creative yet professional video demonstration. More explanation on this assignment will be offered during the first week of class. Video presentations may involve a role play, actors, or perhaps be simply educational in nature. Five of the 25 points will be peer-given based on the extent to which others felt you adequately contributed to the project and the process.

For this assignment, students will be working with members of their own sub-specializations (CP students, CE – School and Higher Education). During the presentation of these videos, students should not simply show the video, but rather use the material as part of a larger presentation (similar to how the video projects were used in the 2014 theories class). Your presentation should include a discussion of how you would approach the process of handling the ethical situation, attending to actions you would take to challenge your own bounded ethicality. Be sure to identify the decision-making approach, ethical theories and other resources that you would use in this process. (25 points)

- **Interview** – This assignment requires students to contact a professional working in your particular profession/specialty. Set up an interview (to last 30-45 minutes) in which you will be asking about how he/she addresses **ethical issues** in the field. You might consider asking about particularly challenging ethical dilemmas, how the agency or office in which s/he works deals with ethical issues, how legal and ethical mandates collide, for example. Write up a summary of what you learned in that interview in a 2-3 page paper. (15 points)
- **Final Exam** – The final exam, in class will be a combination of multiple choice, short essay, and case-based learning. It will likely take the entire time period. For the case based part of the exam, you will be given a choice of which case to address and asked to outline the ethical issues, applying the relevant ethical principles and codes. You will also be asked to outline your own ethical decision making processes that are involved. (25 points)

### Course Grading

A = 93-100, A- 90-92, B+ 88-89, B 83-87, 80-82 B-, 78-79 C+, 73-77 C, 70-72 C-

## SCHEDULE

Week	Date	Focus	Assignment
1	Sept 1	Introduction; Course overview and Syllabus; Morals vs Ethics vs Law; Ethical codes; Bounded ethicality	
2	Sept 8	The HOFFMAN report, responding to a crisis in the American Psychological Association; Group Think Dilemmas	Hoffman Report Executive Summary Your choice of supplemental Hoffman Reaction Reading
2	Sept 15	Ethical decision-making; Bounded ethicality; Self-awareness & Self-care; Ethics in Context; Principle and Virtue Ethics	B & T, Chapters 1 & 2 Welfel, Chapters 1 & 2 1 Supplemental Reading
3	Sept 22	Culture and Context; Multicultural & Feminist ethics;	B & T, Chapters 3 Welfel, Chapter 3 2 Supplemental Readings
4	Sept 29	Competence; Confidentiality; Informed Consent	Welfel, Chapters 4, 5, & 6
5	Oct 6	Violations of Power; Violations of Boundaries; Dual relationships * Dr. Randy Frazier Guest Speaker	Welfel, Chapters 7 & 8 2 Supplemental Readings
6	Oct 13	Special issues in Training & Supervision; Special issues in Assessment & Diagnosis	Welfel, Chapters 10, 14, & 15
7	Oct 20	Ethics in Research; Looking in at the Classics – Milgram & Zimbardo; Record-keeping and Financial issues:	Welfel, Chapter 15 Stutchbury & Fox article 1 supplemental
8	Oct 27	Ethics, Laws & Regulatory Bodies; Responding to unethical behavior	B & T, Chapters 4 Welfel, Chapter 5 2 supplemental
9	Nov 3	Ethical and Legal considerations using Technology in Counseling	B&T, Chapter 5 2 supplemental <b>Interview Assignment Due</b>
10	Nov 10	Ethics in School Counseling & Testing * Dr. Teri Wood Guest Speaker	To be determined B&T, Chapter 6-7 1 supplemental
11	Nov 17	Case Presentation Groups 1-3	1 Supplemental Reading
12	Nov 24	Case Presentations Groups 4-6	1 Supplemental Reading
13	Dec 1	In Class Exam	

## STUDENTS WITH DISABILITY

If you are a student with a disability and need reasonable accommodations, please see me at the start of the semester. You are also advised to be registered with the office of the Dean of Students (Students with Disabilities). *Official documentation is needed for us to insure appropriate accommodations. This documentation is required within the first week of class..*

## SCHOLASTIC DISHONESTY

Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor

### *Additional Readings with Options:*

Students are expected to read at least 1 of the below additional readings for each week (see above for amount). Students are encouraged to choose the readings with the most relevance for their training and clinical areas. Be prepared to discuss these short readings in groups, occasionally summarizing core themes from each to other students.

### *Week 2 - Ethical Decision Making/Hoffman*

- Ethics in Real Life (Chapter 2, Vasquez & Pope)  
<http://catalog.lib.utexas.edu/record=b7687627~S29>
- NY Times Article (CANVAS) ‘Outside Psychologists Shielded US Torture Program, Report Finds’ : <http://www.nytimes.com/2015/07/11/us/psychologists-shielded-us-torture-program-report-finds.html>
- Hoffman report and supporting documents: <http://www.apa.org/independent-review/>
- Vasquez & Pope Chapter 11 Steps in Ethical Decision Making:  
<http://catalog.lib.utexas.edu/record=b7687627~S29>
- Banks, Dunivin, James, Newman response to Hoffman Report (CANVAS)
- NY Times “psychologists greenlighted torture” (CANVAS)
- <http://www.apa.org/monitor/jan03/10ways.aspx>
- Div 19 position statement on roles of psychologists in defense and security environments (CANVAS)
- Tjeltveit, A. C., & Gottlieb, C. (2010). Avoiding the road to ethical disaster: vulnerabilities and developing resilience. *Psychotherapy: Theory, Research, Practice, Training*, 47, 98-110. (CANVAS)
- Knapp, S., Gottlieb, M. C., Handelsman, M. M., & VandeCreek, L. D. (2013). The Dark Side of Professional Ethics. *Professional Psychology: Research & Practice*, 44(6), 371-377. doi:10.1037/a0035110 (CANVAS)
- Ken Pope Response to Hoffman Report (CANVAS)
- The Boston Globe Article (CANVAS)
- The Guardian Article (CANVAS)
- The Economist Article (CANVAS)
- Melba Vasquez Response to Hoffman Report (CANVAS)
- PsychCentral Who Holds the APA Responsible? (CANVAS)

### *Week 3 - Culture, multiculturalism, feminist, religious/spiritual*

- Arredondo, P.M., Toporek, R., Brown, S.P., Jones, J., Locke, D., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78.  
<http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9603154647&site=ehost-live>
- Cornish, J. A. E., Gorgens, K. A., Monson, S. P., Olkin, R., Palombi, B. J., & Abels, V. (2008). Perspectives on ethical practice with people who have disabilities. *Professional Psychology: Research and Practice*, 39(5), 488-497. (CANVAS)
- Rosenfeld, G. W. (2011). Contributions From Ethics and Research That Guide Integrating Religion Into Psychotherapy. *Professional Psychology: Research & Practice*, 42(2), 192-199. doi:10.1037/a0022742 (CANVAS)
- Gallardo, M. E., Johnson, J., Parham, T. A., & Carter, J. A. (2009). Ethics and Multiculturalism: Advancing Cultural and Clinical Responsiveness. *Professional Psychology: Research & Practice*, 40(5), 425-435. doi:10.1037/a0016871 (CANVAS)
- Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). Legal and Ethical Implications of Using Religious Beliefs as the Basis for Refusing to Counsel Certain Clients. *Journal Of Counseling & Development*, 92(2), 148-153. doi:10.1002/j.1556-6676.2014.00142.x (CANVAS)
- BBC article "Is it wrong to exercise in a graveyard?" (CANVAS)

### *Week 4 - Competence, confidentiality, informed consent*

- APA Committee on Legal Issues – Strategies for private practitioners (CANVAS)
- Glosoff, H. L., Herlihy, B., & Spence, E. B. (2000). Privileged communication in the counselor: client relationship. *Journal of Counseling and Development*, 78, 454 – 462. Committee on Legal Issues of the American Psychological Association. (2006).
- Croarkin, P., Berg, J., & Spira, J. (2003). Informed consent for psychotherapy: A look at therapists' understanding, opinions, and practices. *American Journal of Psychotherapy*, 57, 384 – 400.
- Fallon, A. (2006). Informed consent in the practice of group psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 431-453.
- Practical Ethics blog post - Stripping Addicts of Benefits – Coercion, Consent, and the Right to Benefits (CANVAS)

### *Week 5 - Violations of power, boundaries, and dual relationships*

- Anonymous. (1991). Sexual harassment: A female counseling student's experience. *Journal of Counseling and Development*, 69, 502 – 506 (CANVAS)
- Younggren, J., and Gottlieb, M. C. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice*, 35, 255-260. (CANVAS)
- Committee on Women in Psychology of the American Psychological Association. (1989). If sex enters into the psychotherapy relationship. *Professional Psychology: Research and Practice*, 20, 112 – 115. (CANVAS)
- Kolmes, K., & Taube, D. O. (2014). Seeking and Finding Our Clients on the Internet: Boundary Considerations in Cyberspace. *Professional Psychology: Research & Practice*, 45(1), 3-10. doi:10.1037/a0029958 (CANVAS)
- University of Oregon Whistleblower Article (CANVAS)

### *Week 6 - Training & supervision; assessment & diagnosis*

- Anastasi, A. (1992). What counselors should know about the use and interpretation of psychological tests. *Journal of Counseling and Development*, 70, 610–615. (CANVAS)
- Pope, K. S. (1992). Responsibilities in providing psychological test feedback to clients. *Psychological Assessment*, 4, 268- 271. (CANVAS)
- Kress, V. E., Hoffman, R. M., & Eriksen, K. (2010). Ethical dimensions of diagnosing: Considerations for clinical mental health counselors. *Counseling & Values*, 55, 101-112. (CANVAS)
- Braun, S. A., & Cox, J. A. (2005). Managed mental health care: Intentional misdiagnosis of mental disorders. *Journal of Counseling and Development*, 83, 425 – 433. (CANVAS)
- Grant, J., Schofield, M. J., & Crawford, S. (2012). Managing difficulties in supervision: Supervisors' perspectives. *Journal Of Counseling Psychology*, 59(4), 528-541. doi:10.1037/a0030000 (CANVAS)
- The Atlantic – The Consolation of a Psych Diagnosis (CANVAS)

### *Week 7 - research, record-keeping, financial issues*

- Koocher, G. P. (2014). Research Ethics and Private Harms. *Journal Of Interpersonal Violence*, 29(18), 3267-3276. doi:10.1177/0886260514534986 (CANVAS)
- Knauss, L. K. (2006). Ethical issues in recordkeeping in group psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 415-430. (CANVAS)
- Treloar, H. R. (2010). Financial and Ethical Considerations, for Professionals in Psychology. *Ethics & Behavior*, 20(6), 454-465. doi:10.1080/10508422.2010.521447 (CANVAS)
- Knapp, S., & VandeCreek, L. (2008). The ethics of advertising, billing, and finances in psychotherapy. *Journal of Clinical Psychology*, 64(5), 613-625. (CANVAS)
- APA Record-keeping For Psychologists (CANVAS)
- Research Digest – Top 10 Most Controversial Studies (CANVAS)

### *Week 8 - laws & regulatory bodies, responding to unethical behavior*

- APA What you need to know about the new ethics code (CANVAS)
- Ponton, R. F., & Duba, D. (2009). The ACA Code of Ethics: Articulating counseling's professional covenant. *Journal of Counseling & Development*, 87(1), 117-121. (CANVAS)
- Kaplan, D. M. (2014). Ethical Implications of a Critical Legal Case for the Counseling Profession: Ward v. Wilbanks. *Journal Of Counseling & Development*, 92(2), 142-146. doi:10.1002/j.1556-6676.2014.00140.x (CANVAS)
- Neukrug, E. S., & Milliken, T. (2011). Counselors' perceptions of ethical behaviors. *Journal of Counseling & Development*, 89(2), 206-216. (CANVAS)
- Lichtenstein, B. (2013). Beyond Abu Ghraib: The 2010 APA Ethics Code Standard 1.02 and Competency for Execution Evaluations. *Ethics & Behavior*, 23(1), 67-70. doi:10.1080/10508422.2013.757958 (CANVAS)
- National Psychologist – Is it Ethics or Law? (CANVAS)

### *Week 9 – technology*

- Lannin, D. G., & Scott, N. A. (2013). Social Networking Ethics: Developing Best Practices for the New Small World. *Professional Psychology: Research & Practice*, 44(3), 135-141. doi:10.1037/a0031794 (CANVAS)
- Lustgarten, S. D. (2015). Emerging Ethical Threats to Client Privacy in Cloud Communication and Data Storage. *Professional Psychology: Research & Practice*, 46(3), 154-160. doi:10.1037/pro0000018 (CANVAS)
- Klaus, C. L., & Hartshorne, T. S. (2015). Ethical Implications of Trends in Technology. *Journal Of Individual Psychology*, 71(2), 195-204. (CANVAS)
- DeAngelis, T. (2012, March). Practicing distance therapy, legally and ethically. *Monitor on Psychology*. 43(3), 52. <http://www.apa.org/monitor/2012/03/virtual.aspx>
- Psychology today – Can Your Therapist be Your Friend? (CANVAS)
- Washington Post – Google and Facebook (CANVAS)

### *Week 10 - school counseling*

- Capuzzi, D. (2002). Legal and ethical challenges in counseling suicidal students. *Professional School Counseling*, 6, 36-45. <http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9395324&site=ehost-live> (CANVAS)
- Glosoff, H. L., & Pate, R. H. (2002). Privacy and confidentiality in school counseling. *Professional School Counseling*, 6, 20-27. <http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9395321&site=ehost-live> (CANVAS)
- S. Moyer, M., R. Sullivan, J., & Growcock, D. (2012). When is it Ethical to Inform Administrators about Student Risk-Taking Behaviors? Perceptions of School Counselors. *Professional School Counseling*, 15(3), 98-109. (CANVAS)
- Bodenhorn, N. (2006). Exploratory Study of Common and Challenging Ethical Dilemmas Experienced by Professional School Counselors. *Professional School Counseling*, 10(2), 195-202. (CANVAS)
- Mad in America - Children Youth and Mental Health in BC (CANVAS)