

**EDP 385C.4 ETHICS in COUNSELING**  
**SYLLABUS, Fall 2016**  
**Course 10910; Tuesdays 9:00 – 11:50 am**

**Instructor**

Aaron Rochlen, Ph.D.  
Office: SZB 262C  
[arochlen@austin.utexas.edu](mailto:arochlen@austin.utexas.edu)

Phone: 512-471-0361  
Office Hours: By Appointment

**Teaching Assistant**

**Course Objectives**

To demonstrate

- (1) An understanding of the development, application, and complexity of the American Counseling Association's (ACA) *Code of Ethics and Standards of Practice*, the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*, and/or the American School Counselor Association's (ASCA) Ethical Standards for School Counselors
- (2) Knowledge and application of various theories and philosophies of ethics and decision-making models
- (3) Knowledge of current ethical, legal, and professional issues affecting the work of Counselors and Psychologists
- (4) An understanding of the intersection of ethics, law, morals, and regulation
- (5) Comprehension of the unique ethical dilemmas and situations present in rural communities and diverse populations
- (6) A genuine, reflective understanding and communication of one's own biases and potential "blind spots" in predicting how one might face future ethical dilemmas

**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 on Canvas)

**Note:** While ethics codes are not always the most interesting to read, you are responsible for knowledge of your appropriate code. The level of detail expected will be outlined on the first day of class.

\* Additional readings posted on Canvas

**Course Requirements**

- **Reaction/Reflection Papers** — Submit 3 Canvas posts, between 2/3 and 1 single-spaced page each. For these papers, discuss reactions to course readings and discussions. The grade awarded will be based on writing clarity, critical thinking, analysis skills, genuine reflection, and understanding of the core ethical concepts you identify in your paper. You can select any topic or discussion from the specified time periods (weeks 1–3, 4–7, and 8–10). (5 point each points paper – 15 points total)
- **Class Discussion** — 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 15 points (15% of grade). A minimum of 3 points will be deducted for each absence over 1. Arriving late on multiple days will also result in a deduction from one's class discussion grade. (15 points)

- **QUIZZES** — Being adequately prepared to discuss the readings and to apply concepts to selected case materials are critical to success in the course. To assess this, 2 quizzes MAY be given during the semester. These quizzes will evaluate your basic preparation of the materials. In other words, if you did the readings, the quizzes should be relatively easy. If the quizzes are given, they will count for up to 8 points of your Class Discussion grade. Please note: This is not a random scare tactic syllabus line. These quizzes are prepared and ready to go. My preference and likely that of most students is to avoid them. The solution for that is to be prepared weekly.
- **Video Project Ethics Analysis** — Working in teams of 4 (possibly 5), identify an ethical conflict or dilemma involving at least two ethical principles or virtues **and** some aspect of your profession's ethical standards and illustrate it in a creative and professional video. More explanation on this assignment will be offered during the first class. Videos may involve role-playing, acting, interviews, or perhaps simply be educational in nature. For this assignment, students will be working with members of their own sub-specializations (CP or CE–School and Higher Education). Students should **not** simply show the video but use the material as part of a larger presentation. 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. Please note 5 of the 25 points WILL BE peer based, and determined by your own team members' perceptions of your group process (e.g., communication, commitment to project, cooperation, “doing one's share,” etc.). (25 points)
- **Interview** — This project will involve contacting a professional **in your particular profession/specialty**. Set up an interview (to last 30–45 minutes) with him or her in which you will ask questions about how s/he 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, or how legal and ethical mandates collide. Write a summary of what you learned in that interview in a 2–3 page paper. More detail on this will be shared in class. (20 points)
- **Comprehensive Exam** — The exam, given in class, will be comprised of multiple-choice, short-essay, and case-based questions. 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 also will be asked to outline the ethical decision-making processes you would use to deal with the situation. (25 points)

### **Course Grading**

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

## SCHEDULE

Week	Date	Focus	Assignment
1	Aug 30	Introduction; Course Overview and Syllabus; Ethical Codes; Bounded Ethicality; Morals vs. Ethics vs. Law; Railroad Exercise	
2	Sep 6	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 Selected Reading
3	Sept 13	End-of-life Ethical Considerations for Physicians and Counselors; Practice in Multicultural Society <b>GUEST SPEAKER: Dr. Paula Requeijo</b>	Welfel, Chapter 3 2 Selected Readings
4	Sept 20	Competence, Confidentiality, Consent	B & T, Chapters 3 Welfel, Chapter 4-6 1 Optional Reading
5	Sept 27	Violations of Power; Violations of Boundaries; Dual Relationships	Welfel, Chapters 7 & 8 1 Optional Reading
6	Oct 4	Special Issues in Training & Supervision; Special Issues in Assessment & Diagnosis <b>GUEST SPEAKER: Dr. Patricia Stuart</b>	Welfel, Chapters 10, 14 1 Optional Reading
7	Oct 11	Ethical Considerations with Groups, Couples, and Families (finish assessment) <b>GUEST SPEAKER: Dr. Leslie Moore</b>	Welfel, Chapter 9 1 optional reading
8	Oct 18	Ethics in Research – Film and Discussion <b>FILM: The Stanford Prison Experiment</b>	Welfel, Chapter 15 Stutchbury & Fox article *required 1 optional reading
9	Oct 25	Ethics, Laws, & Regulatory Bodies; Responding to Unethical behavior; Review of the APA Hoffman Report; Group Think	B & T, Chapters 5 Hoffman summary chapter NY Times article *required 1 optional reading
10	Nov 1	Ethics in Using Technology in Counseling; Social Media and Counseling	B & T, Chapter 4 University of St. Thomas Social Media Guidelines *required 1 optional reading <b>Interview Assignment Due</b>
11	Nov 8	Ethics in School Counseling & Testing <b>GUEST SPEAKER: Christy Catalano</b>	B & T 6 & 7 Welfel, Chapter 13 1 optional reading
12	Nov 15	Presentations, Groups 1–3	Supplemental reading with assigned partner
13	Nov 22	Presentations, Groups 4–6	Supplemental reading with assigned partner
14	Nov 29	In-class Exam	

## **STUDENTS WITH DISABILITIES**

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 register 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.

Dr. Rochlen is grateful to two colleagues for their indispensable help shaping the syllabus, readings, and assignments for this course:

Elizabeth Welfel, Ph.D. Counseling, Administration, Supervision, and Adult Learning; Cleveland State Univ.  
Cindy Juntunen, Ph.D. Education and Human Development, University of North Dakota

## **Additional Readings**

Each week, students are expected to read and have ready for discussion (and possible brief oral summary) one of the additional readings listed below. For weeks 3, 8, and 10, **two** readings are required. Students are encouraged to choose the readings with the most relevance for their training and clinical areas.

### **\*Week 2 - Ethical Decision Making**

*Please review the ethics code relevant to your specialty:*

- APA code of ethics
- ACA code of ethics
- ASCA code of ethics

**AND** read one of the following:

- Ethics in Real Life (Chapter 2, Vasquez & Pope, online e-book)  
<http://catalog.lib.utexas.edu/record=b7687627~S29>
- Smith, D. (2003). 10 ways practitioners can avoid frequent ethical pitfalls. *APA Monitor*, 34(1), 50.

### **\*Week 3 – (2 required, one from each topic below)**

#### **End of life ethical issues**

- Mohanti, B. K. (2009). Ethics in palliative care. *Indian Journal of Palliative Care*, 15(2), 89–92. doi: 10.4103/0973-1075.58450
- Kenan, J. (2010). Palliative care may trump heroic measures in life expectancy. *Miller-McCune*, Aug. 18, 2010. Last retrieved online on 11/19/10.
- Gawande, A. (2010). Letting go: What should medicine do when it can't save your life. *The New Yorker*, Aug. 2, 2010. Retrieved from <http://www.newyorker.com/magazine/2010/08/02/letting-go-2> on 8/1/16.

#### **Culture, multiculturalism, feminist, religious/spiritual**

- 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
- 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.

- Sobocinski, M. R. (1990). Ethical principles in the counseling of gay and lesbian adolescents: Issues of autonomy, competence and confidentiality. *Professional Psychology: Research and Practice*, 21, 240–247.

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

- 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).
- APA Committee on Legal Issues. (2006). Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. *Professional Psychology: Research and Practice*, 37, 215–222.
- 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.

#### **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
- Younggren, J., & Gottlieb, M. C. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice*, 35, 255–260.
- 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

#### **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.
- Braun, S. A., & Cox, J. A. (2005). Managed mental health care: Intentional misdiagnosis of mental disorders. *Journal of Counseling and Development*, 83, 425–433.
- 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

#### **Week 7: Ethical considerations with groups, couples, and families**

Reading options to be provided during semester

#### **\*Week 8 - Research, record-keeping, financial issues**

- Stutchbury, K., & Fox, A. (2009). Ethics in educational research: introducing a methodological tool for effective ethical analysis. *Cambridge Journal of Education*, 39(4), 489–504. **\*\* Required**
- Koocher, G. P. (2014). Research ethics and private harms. *Journal Of Interpersonal Violence*, 29(18), 3267–3276. doi:10.1177/0886260514534986
- Treloar, H. R. (2010). Financial and ethical considerations for professionals in psychology. *Ethics & Behavior*, 20(6), 454–465. doi:10.1080/10508422.2010.521447
- Knapp, S., & VandeCreek, L. (2008). The ethics of advertising, billing, and finances in psychotherapy. *Journal of Clinical Psychology*, 64(5), 613–625.

#### **Week 9 - Laws & regulatory bodies, review of Hofmann report, responding to unethical behavior**

- Risen, J. (2015, July 10). Outside Psychologists Shielded U.S. Torture Program, Report Finds. *New York Times*, A1. **\*\* Required** Downloaded from <http://www.nytimes.com/2015/07/11/us/psychologists-shielded-us-torture-program-report-finds.html>
- 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

- Neukrug, E. S., & Milliken, T. (2011). Counselors' perceptions of ethical behaviors. *Journal of Counseling & Development*, 89(2), 206–216.

#### **Week 10 – Technology**

- University of St. Thomas Social Media Guidelines **\*\* Required**
- Klaus, C. L., & Hartshorne, T. S. (2015). Ethical implications of trends in technology. *Journal Of Individual Psychology*, 71(2), 195–204.
- 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
- 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

#### **Week 11 - School Counseling**

- Glosoff, H. L., & Pate, R. H. (2002). Privacy and confidentiality in school counseling. *Professional School Counseling*, 6, 20–27.
- Moyer, S., R. Sullivan, J. R., & 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.
- Bodenhorn, N. (2006). Exploratory Study of common and challenging ethical dilemmas Experienced by professional school counselors. *Professional School Counseling*, 10(2), 195–202.

#### **Additional Useful Readings (for weeks 12 and 13 – partners will be assigned)**

- Vasquez & Pope, Chapter 11: Steps in Ethical Decision Making
- Tjeltveit, A. C., & Gottlieb, C. (2010). Avoiding the road to ethical disaster: vulnerabilities and developing resilience. *Psychotherapy: Theory, Research, Practice, Training*, 47, 98–110.
- 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
- 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
- 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.
- 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
- Fallon, A. (2006). Informed consent in the practice of group psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 431–453.
- 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.
- Neugeboren, J. (2013, May 8). The consolation of a psych diagnosis. *The Atlantic*. Retrieved from <http://www.theatlantic.com/health/archive/2013/05/the-consolation-of-a-psych-diagnosis/275608/>
- Pope, K. S. (1992). Responsibilities in providing psychological test feedback to clients. *Psychological Assessment*, 4, 268–271.
- Knauss, L. K. (2006). Ethical issues in recordkeeping in group psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 415–430.

- 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
- Smith, D. (2003, January). What you need to know about the new code. *Monitor on Psychology*, 34(1). Downloaded from <http://www.apa.org/monitor/jan03/newcode.aspx>
- Ponton, R. F., & Duba, D. (2009). The ACA Code of Ethics: Articulating counseling's professional covenant. *Journal of Counseling & Development*, 87(1), 117–121.
- Hoffman report and supporting documents: <http://www.apa.org/independent-review/>
- 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>
- Capuzzi, D. (2002). Legal and ethical challenges in counseling suicidal students. *Professional School Counseling*, 6, 36–45.

### Carrying of Handguns

Students in this class who hold a license to carry are asked to review the university policies regarding campus carry:

[Overview](#)  
[Full Policy](#)

Per his right, the instructor prohibits carrying of handguns in his personal office (i.e., SZB 262C). ***Note that this information will also be conveyed to all students verbally during the first week of class.*** This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.