

**EDP 385C.4 ETHICS in COUNSELING**  
**SYLLABUS, Fall 2017**  
**Course 10830; Tuesdays 9:00 – 11:50 am**

**Instructor**

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**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* (6<sup>th</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 read, you are responsible for knowing 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 (3.5 point each points paper; 21 points total)** — Submit 6 Canvas posts, between 1/2 & 2/3 single-spaced page each. For these papers, you should explore your reactions to course readings and discussions. Three of these will be about assigned optional readings, whereas the remainder will be based on guest lectures, lecture, and other class exercise/discussion. Grades will be based on writing clarity, critical thinking, analysis skills, genuine reflection, and understanding of the core ethical concepts you identify. The assignments will be spread through the semester; due dates will be assigned in class with e-mail reminders. You may be asked to be complete some posts in class, so please bring a laptop or tablet you can use to post to Canvas. There may be times where your response to another students post may be counted toward 1 or ½ of your required posts.

- **Attendance/Participation (24 points)** — Significant contribution to class discussion is expected from each member. Debate and thoughtful disagreement are encouraged. This requirement assumes participation and attendance; any absence from class must be discussed with the instructor. This may also include coming up with ideas, exercises, and or role plays that will be based on the readings and/or class discussion. Please note, missing more than 1 day of class (religious holidays excluded) will result in a significant reduction of your class participation 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. Timely arrival to class will be recorded (and appreciated).
- **QUIZZES** — Being adequately prepared to discuss the readings and to apply concepts to case materials is 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 (i.e., if you did the readings, the quizzes should be relatively easy). If given, the quizzes will count for **up to 8 points** of your Class Discussion grade. Please note: 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.
- **Major Class Assignment (30 points) —choose one of the following:**
  - **Ethics Video Project** — **This option involves** working in teams of 3–4 to create an educational and creative video project to present as part of a larger presentation. The video and presentation will involve the demonstration of an ethical conflict or dilemma involving at least two ethical principles or virtues **and** some aspect of your profession's ethical standards. 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. Students should **not** simply show the video but rather use the material as part of a larger, thoughtful and thought-provoking 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 – while ideally including others opinions, perspectives, etc. With this assignment, also identify the decision-making approach, ethical theories, and other resources you would use in this process. Please note 5 of the 30 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.).
  - **Ethics Interviews & Presentation** —Working individually, contact three professionals guided by an ethical code (one should be counseling/psychology) and interview these professionals about ethics, ethical practice, etc. Each interview should last 20–30 minutes of which 2 of the 3 should be audio- or video-recorded. The interviews should cover how they address **ethical issues** in *their* field. You might consider asking about particularly challenging ethical dilemmas, how the agency or office in which they work deals with ethical issues, or how legal and ethical mandates collide. Write a summary of the process and most central lessons learned in a 2–3 page paper (single-spaced) You will also create a class presentation about your project, highlighting your goals going into the interviews, background about your subjects, what you learned, and any common threads to the interviews. Your presentation should include audio or video snippets from one or more interviewees. If you interviewed professionals working outside of counseling, note any lessons you believe can be applied to counseling.
- **Comprehensive Exam (25 points)** — The exam, given in class, will comprise multiple-choice, short-essay, and case-based questions. It will likely take the entire time period. For the case-based

portion, you will be given a choice of cases and asked to outline the ethical issues involved, applying the relevant ethical principles and codes. You also will be asked to outline the ethical decision-making processes you would use. This will not be “open booked” however you will have access to the ethical code of your choosing.

### 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	Sept 5	Introduction: Course Overview and Syllabus; Ethical Codes; Bounded Ethicality; Morals vs. Ethics vs. Law; Railroad Exercise	
2	Sept 12	Ethical Decision-Making; Bounded Ethicality; Self-Awareness & Self-Care; Ethics in Context; Principle and Virtue Ethics	B & T, Chapter 1 Welfel, Chapters 1 & 2 Your Ethics Code
3	Sept 19	Blinds Spots, Behavioral Ethics, & Competence; Ethical Use of Technology & Social Media in Counseling <b>GUEST SPEAKER: Robert Prentice</b>	B & T, Chapters 2–4 Welfel, Chapter 4 University of St. Thomas Social Media Guidelines *required
4	Sept 26	Confidentiality & Consent (finish Competence) <b>GUEST SPEAKER: Jamal Alsaffar</b>	Welfel, Chapters 5 & 6 APA Committee on Legal Issues * required
5	Oct 3	Violations of Power; Violations of Boundaries; Dual Relationships	Welfel, Chapters 7 & 8 1 Optional Reading
6	Oct 10	Special Issues in Training & Supervision; Special Issues in Assessment & Diagnosis	Welfel, Chapters 10 & 14 1 Optional Reading
7	Oct 17	Ethical Considerations with Groups, Couples, & Families; End-of-life Ethical Considerations for Physicians and Counselors <b>GUEST SPEAKER: Dr. Paula Requeijo</b>	Welfel, Chapter 9  2 selected readings
8	Oct 24	Ethics, Laws, & Regulatory Bodies; Review of the APA Hoffman Report; Group Think	Hoffman summary chapter (on Canvas) NY Times article 1 optional reading
9	Oct 31	Ethics in Research – Film and Discussion <b>FILM: The Stanford Prison Experiment</b>	B & T, Chapters 6 & 7 Stutchbury & Fox article 1 optional reading
10	Nov 7	Practice in Multicultural Society; Responding to Unethical Behavior; Improving our Own Ethical Behavior	B & T, Chapter 8 Welfel, Chapter 3  1 optional reading
11	Nov 14	Ethics in School Counseling & Testing <b>GUEST SPEAKER: Terri Wood</b> Presentations	Welfel, Chapters 13 & 15 1 optional reading
12	Nov 21	NO CLASS	
13	Nov 28	Presentations	

14	Dec 5	In-class Exam	
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## **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

### **\*Week 3 – (for each topic below)**

#### **Blinds Spots, Behavioral Ethics, & Competence**

#### **Ethical Use of Technology & Social Media in Counseling**

- University of St. Thomas Social Media Guidelines **\*\* Required (as well as few lines in CP handbook) PLUS** one of the following:
- 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 4 – Confidentiality & Informed Consent**

- 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. **\*\* Required**
- 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.

**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**

- 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: (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.

**Ethical considerations with groups, couples, and families**

- Fallon, A. (2006). Informed consent in the practice of group psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 431–453.
- Klontz, B. T. (2004). Ethical practice of group experiential psychotherapy. *Psychotherapy: Theory, Research, Practice, and Training*, 41 (2), 172–179.
- Patten, C., Barnett, T., & Houlihan, D. (1991). Ethics in Marital and Family Therapy: A Review of the Literature. *Psychotherapy: Research and Practice*, 22 (2), 171–175.

**Week 8 - Laws & regulatory bodies, review of Hofmann report, responding to unethical behavior**

- Hoffman report and supporting documents: <http://www.apa.org/independent-review/>
- 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

**\*Week 9 - 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 10 - 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.

**Responding to Unethical Behavior; Improving our Own Ethical Behavior**

- Neukrug, E. S., & Milliken, T. (2011). Counselors' perceptions of ethical behaviors. *Journal of Counseling & Development*, 89(2), 206–216.
- Tjeltveit, A. C., & Gottlieb, C. (2010). Avoiding the road to ethical disaster: vulnerabilities and developing resilience. *Psychotherapy: Theory, Research, Practice, Training*, 47, 98–110.
- 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 11 - School Counseling**

- Anastasi, A. (1992). What counselors should know about the use and interpretation of psychological tests. *Journal of Counseling and Development*, 70, 610–615.
- 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**

- Vasquez & Pope, Chapter 11: Steps in Ethical Decision Making
- 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
- 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.
- 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
- 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

- 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.
- 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 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, 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.