



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5453-223: Ethical Issues in Human Relations Counseling

Course Description:

This seminar course provides an introduction to ethics, ethical reasoning and decision-making, and standards of ethical practice in counseling and other professions. Students will be encouraged to think about themselves as professionals in relation to these codes and standards and to begin working on a personal model for recognizing and resolving ethical and professional concerns. Academic work in this area is required for most counseling-related licenses. Because the course deals with application of principles to practice, it is of interest to students entering other professional fields. This course will be taught in a seminar-style format. This means that you are expected to have read material ahead of time and come to class prepared to discuss. The primary mode of learning will be reading/reflection, discussion, and group activities.

Class Dates, Format, Location and Hours:

Dates:	October 19-24, 2021
Format:	On-site
Location for on-site courses:	Building 2775, 2 nd Floor, Room 11. Kapaun Air Station, Kaiserslautern, Germany
Hours:	Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: September 20, 2021

Site Director:

Site Director:	Ms. Itzel Kim and Ms. Izete Seppala
Location:	Ramstein Education Center, Bldg. 2120, 4 th Floor, Room 421, Ramstein AB, Germany
Office Hours:	Monday- Friday on Ramstein AB- 0830-1630
Email:	apramstein@ou.edu
Phone:	DSN: 480-6807 or CIV: 49-06371-47-6807

Professor Contact Information:

Course Professor:	Chad V. Johnson, PhD
Mailing Address:	University of Oklahoma, Schusterman Center Department of Human Relations 4502 E 41 st Street Tulsa, OK 74135
Telephone Number:	No phone (O)
E-mail Address:	cvjohnson@ou.edu
Professor availability:	The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. Corey, G., Corey, M. S., & Callanan, P. (2014). *Issues and ethics in the helping professions* (10th ed.). Albany, NY: Cengage. ISBN 9780357670552
2. Kidder, R. M. (2009). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Harper Collins. ISBN 9780061743993.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.
 - a. American Psychological Association
 - b. American Counseling Association
 - c. Additional articles/handouts
4. Handouts provided by professor.

Recommended Reference Text:

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

Course Objectives:

Through this course, the student should:

- understand major approaches to moral development and ethical reasoning;
- analyze an ethical issue with thorough consideration for multicultural and social justice issues;
- understand the ethical responsibilities of a counseling professional; and
- understand specific standards of certain professional organizations.

Assignments, Grading and Due Dates:

All assignments should be written using the 7th edition of the **APA Publication Manual** (APA, 2019). I have included a handout of APA essentials on Canvas, but it is not a substitute for reading and following the publication manual.

All assignments should be put in the appropriate **Dropbox** on Canvas and **not** emailed to me (except for Kidder presentation, which you can turn in the day of your presentation).

A note on plagiarism: Be aware that all your papers, when put in the **Dropbox**, are automatically submitted to **turnitin.com**, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite and paraphrase your material appropriately (see Writing Resources).

Presentation-Kidder text:

Read the Kidder text in its entirety. You will be asked to make a short (15-20 minutes) individual class presentation analyzing a dilemma you have encountered in the past, based upon the paradigms described by Kidder. The presentation is a professional, but informal presentation meant to facilitate discussion and critical thinking about the situation. No PowerPoint slides, etc. are necessary. A brief description of the dilemma and your analysis will be submitted to the professor at the time of presentation (cover and reference page, but outline/bullet format is acceptable).

Follow Kidder’s “9 Checkpoints for Ethical Decision Making” (from Kidder text and handout, “Ethical Decision-making Models,” on Canvas) as your outline. More details will be given the first night of class, but you should begin preparing your presentation and outline before class, as many of you will present on the second or third day of class. **Due dates: During Class. [25 Points]**

Think Tanks:

There will be a group think tank activity the last day of class. You will be split into groups, given a case scenario, and asked to prepare an analysis of the ethical issues and relevant codes. Then you will apply a decision-making model to resolving the issue and present your ideas to class. **Due Date: Last Class. [50 points]**

Ethics Paper:

Write a **6 to 8-page** paper (not counting cover page and references) addressing each of the following questions (APA-style [7th ed.], Times New Roman, 12 pt. font, double-spaced, cover page, references, etc.). The paper is intended for you to demonstrate your understanding of the readings and discussions from the course. The paper should contain **specific references to the course readings (articles and texts)** and include at least **2 references** from scholarly sources outside of class (e.g., professional journals, books, book chapters); and it should be a continuous narrative, that is, not numbered and divided into separate sections for different questions. Though each question/section below could be a separate subheading. **Due Date: Two weeks from end of class. November 7, 2021. [50 Points]**

1. Why is it important for a counselor (or any other professional) to have an understanding of ethical theory?
2. Compare Virtue ethics vs Principle Ethics. What is the difference?
3. How should multicultural theory and social justice be integrated into ethical decision making?
4. Who are the various persons or areas to which a professional has ethical responsibility?
5. What are some of the reasons a counselor might be tempted to act in a less than ethical manner?
6. What process would you personally engage in when faced with a professional issue in which your ethical responsibility was not immediately clear?
7. What are some ethical issues you face in your current job? Or, have faced in a past job? If you have not held a job, what are some of the ethical issues you anticipate facing in a counseling position you hope to hold?

Attendance and Participation:

This class depends greatly upon class discussion and evidence of preparation. We will read/view and discuss case studies each day. Personal views may be expressed and any views may be challenged, but not disparaged. Participation also involves punctual attendance and active involvement in classroom discussions and activities. Each student is given 25 points at the beginning of class. Points may be lost for absence, lateness or early departure, inattention, or lack of respect. **[25 points]**

Grading:

This is a letter-graded course: A, B, C, D, or F. As a graduate course, a grade of B is considered satisfactory. A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59% or below.

Assignment	Due Date	Points
Presentation	During Class	25
Think Tanks	Last Class	50
Attendance/Participation	N/A	25
Final Paper	Two Weeks After Class, November 7, 2021	50
Total	N/A	100

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the Professor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to

accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Extended Campus (also and formerly known as Advanced Programs) policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about OU Extended Campus, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Chad V. Johnson

Education

- Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited);
- M.A. Trinity University; Major: School Psychology (NASP-approved)
- B.A. *Magna Cum Laude*, Texas A&M University; Major: Psychology; Double Minor: Classical Studies and Philosophy

Supplemental Education/Study Abroad:

- Minzu University, Beijing, China -Language and Cultural Studies, Summer 1992
- Lanzhou University, Lanzhou, China - Language and Cultural Studies, Summer 1994

Current Positions

- July 2011 – present Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenured.
- Jan 2009 – present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
- Dec 2006 – present Instructor, Advanced Programs/Extended Campus, University of Oklahoma, OUTREACH, Tulsa, OK
- Dec 2008 – Present Private Practice, Tulsa, OK.

Frequently Taught Extended Campus (Advanced Programs) Courses

- HR 5463 Counseling Skills in Human Relations
- HR 5100 Post-Traumatic Disorder
- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling

RESEARCH SPECIALTY AREAS

- Social Justice and Community Based Participatory Research
- Psychology and Religion/Spirituality—Buddhist Psychology/Mindfulness
- Group Psychotherapy
- Humanistic, Existential, and Transpersonal Studies

REPRESENTATIVE PUBLICATIONS AND PRESENTATIONS

REFEREED PUBLICATIONS (* = student author)

- Robbins, B.D., Friedman, H., **Johnson, C.V.**, & Franco, Z. (2018). Subjectivity is no object: Can subject-object dualism be reconciled through phenomenology? *International Journal of Transpersonal Studies* 37(2), pp. 144-167.
- Arias, B.J.,* & **Johnson, C.V.** (2013). Voices of healing and recovery from childhood sexual abuse. *Journal of Child Sexual Abuse*, 22(7), 822-841.
- Friedman, H., Krippner, S., Riebel, L., & **Johnson, C.V.** (2010). Transpersonal and other models of spiritual development. *International Journal for Transpersonal Studies*, 29(1), 79-94.
- Johnson, C.V.**, Bartgis, J., Worley, J.A., Hellman, C.M., & Burkhart, R. (2010). Urban Indian Voices: A Community Based Participatory Research Project. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 17(1), 49-70.

BOOKS/MONOGRAPHS

- Johnson, C.V.**, Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger*

handbook for social justice and psychology: Vol. 1. Fundamental Issues and special populations. Santa Barbara, CA: Praeger.

Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 2. Well-being and professional issues.* Santa Barbara, CA: Praeger.

Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 3. Youth and Disciplines in Psychology.* Santa Barbara, CA: Praeger.

Licensure and Certification

- *Licensed Health Service Psychologist.* State of Oklahoma (Lic. No: 1070)
- *Licensed Psychologist.* State of Iowa (Lic. No: 00996, Inactive)
- *Nationally Certified School Psychologist.* (Cert. No: 31402, 1999-2005, expired)

Major Professional Affiliations

- Psychologists for Social Responsibility
Oklahoma Counseling Association