

# **The University of Oklahoma**

## **College of Continuing Education**

### **Advanced Programs – Course Syllabus**

#### **Course Title:**

Ethical Issues in Human Relations Counseling

#### **Course Number:**

HR 5453-103

#### **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, Location and Hours:**

Dates: July 17 – 23, 2017  
Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.  
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.  
Last day to enroll or drop without penalty: June 18, 2017

#### **Site Director:**

Email: [apnellis@ou.edu](mailto:apnellis@ou.edu). Phone: 702-643-5354.

#### **Professor Contact Information:**

Course Professor: Chad V. Johnson, PhD  
Mailing Address: University of Oklahoma, Schusterman Center  
Department of Human Relations  
4502 E 41<sup>st</sup> Street  
Tulsa, OK 74135  
Telephone Number: (918) 660-3377 (O)  
E-mail Address: [cvjohnson@ou.edu](mailto: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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhg.follett.com](mailto:0831mgr@fhg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Corey, G., Corey, M. S., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9<sup>th</sup> ed.). Albany, NY: Cengage. ISBN 9781305389458.
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://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.
  - a. American Psychological Association
  - b. American Counseling Association
  - c. Additional articles/handouts
4. Handouts provided by professor.

Note: Follett the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **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 6th edition of the **APA Publication Manual** (APA, 2010). I have included a handout of APA essentials on Canvas, but it is not a substitute for reading and following the publication manual--particularly chapters 1 "Writing for Behavioral and Social Sciences" and 3 "Writing Clearly and Concisely."

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 [6<sup>th</sup> 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: One Week From End of Class, July 30, 2017. [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?

**Final Exam:**

To obtain an LPC you will be required to complete a multiple choice counseling exam and state law/ethics exam. In preparation for that exam and to demonstrate your knowledge of the course material, you are required to complete a 50-item multiple-choice final exam on the readings from Corey, Corey, and Callanan (2014). The exam will be posted in the “Quizzes” section on Canvas. The exam must be completed independently and within the specified time limit. You will need to have completed and studied your text to do well on the exam. **Due Date: Two weeks after Final Class, August 6, 2017. [50 points]**

**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

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Attendance/Participation	N/A	25
Final Paper	One Week After Class, <b>July 30, 2017</b>	50
Final Examination	Two Weeks After Class – <b>August 6, 2017</b>	50

**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.

### **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](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 me 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](mailto: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**

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 mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

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 Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Chad V. Johnson, Ph.D.**

### 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

- Associate Professor of Human Relations, University of Oklahoma-Schusterman Center, Tulsa, OK
- Advanced Programs Instructor, University of Oklahoma, Norman, OK
- Clinical Assistant Professor of Psychiatry, University of Oklahoma-Schusterman Center, Tulsa, OK.
- Licensed Psychologist, Private Practice, Tulsa, OK (Lic #: 1070)

### Frequently Taught Advanced Programs Courses

- HR 5463 Counseling Skills
- HR 5003 Theoretical Foundations
- HR 5433 Group Counseling
- HR 5453 Ethics in HR Counseling
- HR 5533 Counseling Approaches
- HR 5970 Spirituality and Counseling
- HR 5113 Problems of Professional Helpers

### Major Areas of Teaching and Research Interest

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

### Representative Publications and Presentations

#### Refereed Publications

- Reyes, B.J., & Johnson, C.V. (in press). Healing and recovery from childhood sexual abuse. *Journal of Child Sexual Abuse*.
- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2010). Transpersonal and other models of spiritual development. *International Journal for Transpersonal Psychology*, 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.
- Johnson, C.V. (2009). A process-oriented group model for university students: A semi-structured approach. *International Journal of Group Psychotherapy*, 59, 511-528.
- Johnson, C.V., & Friedman, H. (2008). Enlightened or delusional? Differentiating religious, spiritual, and transpersonal experiences from psychopathology. *Journal of Humanistic Psychology*, 48, 505-527.

- Johnson, C.V., & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology*, 50, 409-419.

Book Chapters (\* = Peer reviewed for acceptance)

- Johnson, C.V. (2010). Faith in crisis: Awakening to social justice through religious conflict. In Trotter-Mathison, M., Koch, J. M., Sanger, S. & Skovholt, T. M. (Eds.), *Voices From the Field: Defining Moments in Counselor and Therapist Development* (pp. 139-142). New York: Routledge.\*
- Johnson, C.V. (2008). Awakening social consciousness. In S.S. Fehr (Ed.), *101 Interventions in Group Therapy* (pp. 375-379). Binghamton, NY: Haworth Press.\*

Books/Monographs

- Johnson, C.V., & Friedman, H. (Series Eds.). *The Praeger series on social justice and psychology*. Santa Barbara, CA: Praeger. (under contract).
- Johnson, C.V., Friedman, H., et al. (Eds.), *The Praeger handbook on social justice and psychology (Volume 1): Critical overview*. (under contract)
- Friedman, H., Johnson, C.V., et al. (Eds.), *The Praeger handbook on social justice and psychology (Volume Survey of major topics)*. (under contract)
- Johnson, C.V. (2008). *Psychotherapy with troubled spirits: A study on treatment for religious and spiritual problems*. Saarbrücken, Germany: VDM Publishing House, Ltd.