

HR 5453-220: Ethical Issues in Human Relations Counseling

Course Description:

This course provides a review of current professional, ethical, and legal standards, as well as practices related to the counseling profession including the philosophical, moral, and practical underpinnings for each. Professions are identified by their ethical codes. This course will address the major principles of professional conduct, using a case scenario format to facilitate discussion. The course is designed to develop ability to identify ethical dilemmas, apply ethical reasoning, and take appropriate professional action with those cases.

Class Dates, Location and Hours:

Dates: November 14-19, 2017
Location: Rota, Spain. Please contact the Site Director for classroom location.
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: October 16, 2017

Site Director:

Email: aprota@ou.edu. Phone: 34-956822799.

Professor Contact Information:

Course Professor: Judith K. Adams, Ph.D., LMFT, LADC, DBCFE, CTS
Mailing Address: 9726 East 42nd Street South, Suite 106,
Tulsa, OK 74146
Telephone Number: (918) 712-7711
Cell Number: (918) 638-7494
E-mail Address: jkadams1@mindspring.com
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@fheg.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. (2010). *Issues and ethics in the helping professions* (8th ed.). Florence, KY: Brooks/Cole. ISBN 9780495812418.
2. 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.

Additional book students may wish to consult (not required):

Bersoff, D.N. (2008). *Ethical conflicts in psychology* (4th ed.). Washington, D.C.: American Psychological Association. ISBN 9781433803536.

Note: Follett is 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:

As the result of attendance and participation in this course, students will:

- understand the relevance of professional codes of ethics for all professions;
- distinguish between legal, moral, and ethical considerations;
- apply ethical codes to a number of case scenarios;
- develop reasoning abilities with increasingly more complex ethical scenarios are presented;
- recognize ethical dilemmas and take appropriate action to resolve those dilemmas; and
- utilize a risk-benefit matrix for ethical reasoning.

Classroom Format:

Approximately the first hour of each class period will be spent discussing textbook material. Audio-visual resources will supplement the textbook materials, as appropriate. To assist in understanding and application of textbook material, demonstrations, and collaborative learning will be utilized. Students will work collaboratively in classroom exercises applying ethical codes of their specific professional group to case scenarios. Students are each required to present a brief ethical issue lecture-discussion. Students will participate in other interactive discussions, emphasizing application of ethical guidelines and standards.

Course Outline:

- I. Introduction:
 - a. What is/are Ethics? What are Professional Codes of Ethics and Why Do We Need Them?
 - b. Distinguishing ethical, from legal, versus moral considerations
- II. Ethical Thinking and Decision Making as Developmental Processes
 - a. Major Ethical Principles
 - b. A Model for Ethical Decision Making: Implications of this Model for Daily Practice
- III. Professional Competence:
 - a. Licensure and Credentialing: Importance in Ensuring Competence and Preventing Harm
 - b. Good Faith: Duty of Care and Client Welfare
- IV. Informed Consent:
 - a. Elements of Informed Consent: Ensuring true/valid informed consent
 - b. Informed Consent in Medical, Mental Health, Legal and other Settings
 - c. Healthcare (HIPAA) Guidelines for Providing, Amending, or Revoking Informed Consent
- V. Confidentiality of Client Information:
 - a. Protecting Confidential Information: Requirements of 42CFR and HIPAA
 - b. Protecting Confidence with Multiple Client Situations and with Minor Clients,
 - c. Privileged Communication and Confidentiality: FERPA school records and students' rights.
 - d. Responding to Subpoenas: Unique Requirements with Forensic Involvement
 - e. Justification for Releasing Information without Client Consent
- VI. Dual Relationships and Conflict of Interest:
 - a. Ethical Prohibitions against Sexual Involvement with Clients
 - b. Boundary Violations and Boundary Crossings in Counseling and Therapy
 - c. Providing Service in Highly Familiar Settings: Rural, Military, and Other Social Settings

- VII. Duty to Warn: Dealing with Potentially Dangerous Clients;
 - a. Clients Who Endanger Themselves: Suicide Assessment and Referral; Postvention
 - b. Clients Who Endanger Others- Duty to Warn: the Tarasoff Case; HIV & Other diseases
- VIII. Duty to Report: Suspected Child Abuse Cases:
 - a. Mandated Reporting Obligation for All Professionals: Decision-making in Suspected Abuse
 - b. Sexual Abuse Allegations in Divorce- The SAID Phenomenon of Intra-familial Abuse
 - c. Unique Duty in Suspected Abuse Cases: Repressed Memory, Cautions, Future Directions
- IX. Multicultural Perspectives and Diversity Issues:
 - a. Ethics Codes from a Diversity Perspective
 - b. Competence in Multicultural and Diversity Issues
 - c. Challenges of Reaching Diverse Client Population
- X. Electronically Assisted Counseling and Evaluation
 - a. Electronic and computerized assessment: assets and liabilities
 - b. On-line counseling; telephone therapy, and other electronic contact with clients.
 - c. Electronic record-keeping, billing, reimbursement, records transmission, etc.

Assignments, Grading and Due Dates:

The primary text will be *Issues and Ethics in the Helping Professions*, supplemented with the reproduced and distributed materials. Students should familiarize themselves with the required textbook prior to the class. Some materials will be made available or can be accessed on-line. An effort will be made to post other course materials electronically, as much as possible.

To fulfill the requirements for this course, each student will:

- Complete assigned readings appropriate to the class discussion, according to syllabus.
- Participate in general classroom discussion and exercises. Personal texting and internet searching not related to the course are highly discouraged and may result in loss of participation points.
- Complete three quizzes. Quizzes will focus on material covered in class and related textbook sections. Quizzes are primarily objective, with one or two short essay questions. One quiz may be take home.
- Provide an in-class presentation compatible with course topics. Each student (or student team of not more than 2 students) should provide a 15-20 minute presentation, in Power Point or other format. If class enrollment warrants, students may pair up another student for the presentation and discussion.
- Students should include a 1-2 page handout with the presentation, with basic information and resources. Some topics will be suggested in class, but students may select any relevant topic. discussion subjects. Presentations will be graded for professional style, organization, knowledge, effective communication, and comprehensiveness.
- Submit a sample (2-4 pages) of the final paper, **due by the third day of class**, sooner if possible. This sample paper will be corrected and returned to the student, to enhance understanding of the professor's grading criteria, allowing students to incorporate editorial comments and corrections.
- Submit a scholarly paper on an ethics issue. This should be a **scholarly not a personal reflection** paper. The paper will be graded on readability, documentation, organization, and thesis development. The paper should be 11-13 pages in length APA style, using 10-14 sources. Students may use the main textbook as one source for the paper, but not rely solely on it. **Citation of secondary works from the textbook is only allowed if students read those original works first-hand.** Students may use the same topic for the presentation and scholarly paper: students should not use a topic used in a previous class. Additional guidelines will be presented in class. **Students should provide a copy of the presentation to the professor via electronic means. Final papers are due Saturday November 25.**

Timetable to Complete Assignments and Achieving Learning Outcomes:

| Date | Classroom Activity | Spec. Topics/ Resources/Etc. | Reading Assignment |
|-------------|---|---|---|
| Nov. 14 | Introduction: Course Syllabus What do we mean by “ethics?” | “What does ‘ethical’ mean?” Primary Principles of Ethics | Corey Text - Chap. 1 |
| Nov. 14 | Ethics vs. Risk Management Ethical decision-making models Professional Ethics Enforcement; Complaints vs. Malpractice | Ethical Requirements- required vs. aspirational standards. Identify Topics for Presentations | Homework: Research ethics policies-OU Grad. Catalog & on line: Handout: Ethics Codes |
| Nov. 14 | Counselor Training, Licensing, Competency. Self-awareness & Monitoring* Duty of Care; Client Welfare | Identify clients you personally find difficult to counsel/treat. Discussion: Should personal therapy be required or not? | Corey Text - Chaps. 2,8 Homework: Obtain copy of Code of Ethics for your profession |
| Nov. 15 | Informed Consent & Its Elements: Who can give informed consent | HIPAA: Providing, Amending and Revoking Informed Consent. | Corey Text - Chap. 5 pp. 160-172. |
| Nov. 15 | Ethical-Legal-Values Dilemmas pp.76-78. | The importance of consultation in ethical decision-making. | Corey Text - Chap.3 pp. 168-169; 398-404 |
| Nov. 16 | Privacy, Confidentiality, and Privilege. HIPPA, FERPA*, etc. | Classroom Exercise: Examples of confidentiality dilemmas. | Corey Text - Chap. 6 Minors’ rights. |
| Nov. 16 | Fuzzy lines in Confidentiality*: marital/family therapy, children, rural and military mental health*. | Rights of divorced parents to minors’ information: when can a minor seek treatment | Corey Text - Chap.6: pp. 208-223; pp 283-286. Chap. 7: 180-193. Quiz |
| Nov. 17 | Dual Relationships*: Boundaries in Clinical Practice: business or social relationships after therapy, | A Decision Model for Avoiding Exploitative Relationships What defines Exploitation? | Avoiding Exploitive Relationships. pp. 301-305. |
| Nov. 17 | Other Boundary Issues: Touch, barter, socializing. Boundary Crossings vs. Violations | Dual roles in small town & closed communities, such as military and some unique groups | Corey Text - Chap.7 Boundaries: pp. 287-300. 283-286. |
| Nov. 18 | Potential Danger to Self Suicide Assessment* | Discussion: Intervention to prevent suicide. Postvention- after a suicide | Corey Text - pp.287-311. Handouts: Quiz |
| Nov. 18 | Duty to Warn*. Assessment of Dangerousness- <i>Tarasoff</i> case; qualified duty to keep confidence. | Predicting Future Violence* Responsibility to determine client dangerousness? HIV-pos. | Corey Text - Chap.5 Handouts: Tarasoff Case pp. 230-250, 257-263. |
| Nov. 19 | Mandated Reporting* of Suspected Child Abuse/Neglect. Elder Abuse | Discussion: What, when, & how to report suspected abuse. Roles and Responsibilities | OK Laws re: reporting suspected abuse pp. 250-264. Quiz |
| Nov. 19 | Multicultural and Diversity Issues: Ethics Codes, Values & neutrality? | Addressing Sexual Orientation* Therapist values. | Corey Text - Chap.4 pp. 114-152. Final Exam |

The following topics will be covered as time permits:

| Date | Classroom Activity | Spec. Topics/ Resources/Etc. | Reading Assignment |
|---------|---|--|--|
| Nov. 19 | Assessment: Competence and Limitations in Assessment. Treatment Planning: Documentation; Goal setting; Recordkeeping Responsibility: Accurate Billing vs. Fraudulent | Assessments: Potential Risks. What insurers request. Need-to-Know & the HIPPA “minimum necessary” guideline. | Corey Text - (pp. 397-398) -Chap. 10: Handouts: Assessment: pp 416-434; Chap. 2 Records- pp. 172-179. |
| Nov. 19 | Forensic Involvement: Coping with Subpoenas. The Legal Arena | Court-ordered Assessments: Compelled Testimony. Child Custody Cases | Clinical vs. Forensic Roles: Court Testimony: |
| Nov. 19 | Electronically Assisted Counseling and Evaluation* | E-counseling; teletherapy: electronic records, billing, payment | Corey Text. -Chap. 13 |

The above schedule is tentative and modifications may be needed, due to class circumstances.

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades will be based on the following requirements:

| Assignment | Points | Percent |
|------------------------------|------------|---------|
| Class Attendance | 20 points | 10.0% |
| Quizzes (3) | 55 points | 27.5% |
| Sample (3 pages) Final Paper | 15 points | 7.5% |
| Class Presentation | 20 points | 10% |
| Final Paper | 90 points | 45% |
| Total | 200 points | 100% |

Course Grading Scale

| Percent | Grade |
|----------------|-------|
| 90-100 percent | A |
| 80- 89 percent | B |
| 70- 79 percent | C |
| 60- 69 percent | D |
| 50- 59 percent | F |

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 make 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

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 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

Judith K. Adams, Ph.D., LMFT, LADC

Education

- 1968 BA, Psychology, English, Concordia College, Moorhead, MN
- 1976 MA, Clinical Psychology, University of Nevada, Las Vegas, NV
- 1982 Ph.D., Clinical Psychology, University of Nebraska, Lincoln, NE

Current Positions

- Clinical Psychologist, Marital and Family Therapist Solo Private Practice, Tulsa, OK
- Adjunct Professor, Univ. of Oklahoma, Human Relations-Advanced Programs Norman, OK-1983
- Licensed Psychologist-Oklahoma
- Licensed Marital and Family Therapist-Oklahoma
- Licensed Certified Alcohol and Drug Counselor-Oklahoma- Certified Trauma Specialist
- Diplomate Board Certified Forensic Examiner: interest in child custody and child abuse issues
- Board Member- Oklahoma Alcohol and Drug Counselor Association- Certification Board
- Board Member- Oklahoma Licensed Alcohol and Drug Counselor Board: Term 2012-2022

Frequently Taught Advanced Programs Courses

- HR 5100 Ethical Issues in Counseling
- HR 5100 Basic Counseling Skills in Human Relations
- HR 5113 Child Abuse and Neglect
- HR 5113 Ethical Issues in Human Relations
- HR 5413 Chemical Dependency
- HR 5083 Seminar in Group Dynamics

Major Areas of Teaching and Research Interest

- Psychotherapy and psychological Assessment: Marriage and Family Therapy
- Critical Incident Debriefing- Psychological First Aid
- Post-Traumatic Stress Disorder: Psychological, Neuropsychological, Spiritual Aspects of PTSD
- Forensic Psychology, Expert Testimony, and Psychology Interface with the Legal System
- Child Abuse Investigations: Methodological Errors and Protocols for Proper Investigation
- Allegations of Child Abuse in Divorce & Custody Disputes- Parental Alienation in Divorce
- Addictions Counseling, including Substance Abuse, Eating Disorders, Addictive Behaviors
- Recoverability and Reversibility of Neurocognitive Deficits among Abstinent Alcoholics

Representative Publications and Presentations

- Ethical-legal issues in intra-familial child abuse cases, TAMFT, San Antonio, TX: Jan. 29, 1999.
- Ethical-legal issues in intra-familial child abuse cases, ArAMFT, Fayetteville, AR: Sep. 18, 1998.
- "Court-mandated treatment and required admission of guilt in cases of alleged sexual abuse: Professional, ethical, and legal Issues," *Oklahoma Family Law Journal*, March, 1998.
- Ethical and legal issues in suspected sexual abuse cases, TAMFT, Dallas, TX: Jan. 30, 1998.
- Interviewing children in suspected sexual abuse cases. NASVOCAL Org. Tucson, AZ Sep 97
- Methodological errors in child abuse investigations, NASVOCAL Org. Tucson, AZ. Sep. 97
- Hearsay testimony in suspected sexual abuse cases, Tulsa Bar Association, March, 1997.

Major Professional Affiliations

- Oklahoma Drug and Alcohol Professional Counselor Association
- National Association of Alcoholism and Drug Abuse Counselors
- American College of Forensic Examiners
- International Association of Trauma Counselors