Ethical Issues in Human Relations Counseling

HR 5453-101

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. Following a discussion of general principles of ethics, 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 when facing those dilemmas.

Class Dates, Location and Hours:

Dates: April 10-12 & 17-19, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: March 12, 2015

Site Director:

Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:

Course Professor: Dr. Judith K. Adams, Ph.D., LMFT, LADC, DBCFE, CTS
Mailing Address: 9726 East 42nd Street, Suite 106, Tulsa, OK 74146
Telephone Number: (918) 712-7711
Fax Number: (918) 712-8865
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 www.oklahoma.bkstr.com 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 4 p.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.

2. Materials posted on the OU Desire to Learn (D2L) system. The instructor will provide handouts and written materials for use in the class. Some materials will also be posted on Desire2Learn. Other materials may also be distributed. Access D2L at http://learn.ou.edu: enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Additional book students may wish to consult:


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, at several social levels;
- recognize particular concerns of various professional groups, codified and based on professional concerns;
- identify similarities and differences between professional ethics codes;
- apply ethical codes to a number of case or clinical scenarios;
- develop reasoning abilities with increasingly more complex ethical scenarios are presented;
- recognize ethical dilemmas and take appropriate action to resolve those dilemmas;
- enhance knowledge of ethical guidelines; and
- implement professional ethical guidelines into practice, as appropriate.

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 Mental Health and other Settings

c. HIPAA Guidelines regarding Providing, Amending, and Revoking Informed Consent

V. Confidentiality of Client Information:
   a. Professional Practice to Protect Confidence: requirement of 42CFR and by HIPAA
   b. Obtaining Consent to Release Confidential Client Information
   c. Duty to Protect Confidence with Multiple Client Situations and with Minor Clients,
   d. Privileged Communication, and Confidentiality: school records and students’ rights.
   e. Responding to Subpoenas: Unique Requirements with Forensic Involvement
   f. Justification for Breach of Confidentiality, without Client Consent

VI. Dual Relationships and Conflict of Interest:
   a. Ethical Prohibitions against Sexual Involvement with Clients
   b. Boundary Issues with Clients: Sexual and Non-Sexual Dual Relationships with Clients
   c. Gray Areas interacting with Clients/Consumers: Barter for Services, Physical Contact,
   d. Mental Health Services in Rural, Military, and Close Social Settings

VII. Duty to Warn: Dealing with Potentially Dangerous Clients;
   a. Clients Who Are a Danger to Themselves: Suicide Assessment and Referral
   b. Clients Who Endanger to Others: Duty to Warn; the Tarasoff Case: HIV & Other diseases

VIII. Duty to Report: Suspected Child Abuse Cases:
   a. Mandated Reporting Requirements: Interviewing Children in Suspected Abuse Cases
   b. Intra-familial Allegations of Abuse and Sexual Abuse Allegations in Divorce
   c. Special Topics: The Repressed Memory Debate and Its Aftermath

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.

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, with due dates given by the
  instructor.
- Participate in general classroom discussion and experiential learning exercises. Internet searching
  not relevant to the classroom discussion or personal texting is highly discouraged and may result
  in loss of class participation points.
• Complete three quizzes. Quizzes will be given over the material covered in class and the relevant textbook sections. Quizzes will be primarily objective, with one or two short essay questions. One quiz may be a take home quiz.

• Provide an in-class presentation compatible with the course topics. Students may utilize the textbook material and supplement it with additional material. Each student (or student team of not more than 2 students) should provide a 20-25 minute presentation, which may be, but is not required to be, in Power Point format. If class enrollment warrants, students may be paired up another student in their professional specialty, for the presentation and discussion.

• Students should provide a 1-2 page handout for their presentation, with basic information and resources. The topics will be suggested to correspond with the lecture-class discussion subjects. Students’ presentations will be graded for professional style, organization, knowledge, effective communication, and comprehensiveness. Additional guidelines for the presentation will be provided in class.

• Submit a sample (3-4 pages) of the final paper, due by the end of class, April 12. The sample will be corrected and returned to the student, to enhance understanding of the professor’s grading criteria, allowing incorporation of editorial comments and corrections.

• Submit a scholarly paper on an ethics issue. This should be a scholarly paper, not a personal reflection paper. The paper will be graded on readability, documentation, organization, and thesis development. This paper should be 12-13 pages in length, APA style, covering a particular area of interest, using 12-15 sources. Students may use the same topic for the presentation and the scholarly paper: students should not use a topic used in a previous class. Additional guidelines will be presented in class and may also be available electronically.

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<thead>
<tr>
<th>Date</th>
<th>Classroom Activity</th>
<th>Spec. Topics/ Resources/Etc.</th>
<th>Reading Assignment</th>
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</thead>
</table>
| Apr 10 | **Introduction:** Course Syllabus  
What do we mean by “ethics?”**                                                      | “What does ‘ethical’ mean?”  
Primary Principles of Ethics                                                             | Corey Text.  Chap. 1                     |
| Apr 10 | **Ethics vs. Risk Management**  
Ethical decision-making models  
Professional Ethics Enforcement; Complaints vs. Malpractice                          | Ethical Requirements  
-floor, ceiling & in between. **Sign up for Topics for Presentations**                 | Homework: Research ethics policies-OU Grad. Catalog & on line:  
Handout: Ethics Codes                                                                  |
| Apr 11 | **Counselor as Person/Professional Training, Licensing, Competency.**  
Transference/Countertransference 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**                        |
| Apr 11 | **Informed Consent & its Elements**  
Who can give informed consent                                                            | Providing, Amending and Revoking Informed Consent.                                           | Corey Text.-Chap. 5  
pp. 160-174, 194-204.                                                                |
| Apr 11 | **Ethical-Legal-Values Dilemmas** pp.76-78.                                         | The importance of consultation in ethical decision-making.                                   | Corey Text.-Chap.3  
**Quiz**                                                                               |
| Apr 12 | **Confidentiality, Privilege, and Privacy. HIPPA,FERPA*, etc.**                       | Classroom Exercise: Examples of confidentiality dilemmas.                                    | Corey Text. - Chap. 6  
Minors’ rights.                                                                       |
pp. 186-193. |
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<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Apr 12</td>
<td>Confidentiality of Children’s information and records</td>
<td>Custodial &amp; non-custodial rights to minors’ information</td>
<td>Corey- Text.- Chap. 7 pp. 180-190.</td>
</tr>
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<td>Apr 18</td>
<td>Other Boundary Issues: Gifts, touch, barter for service, socializing, Sexual vs. non-sexual relationships.</td>
<td>Dual roles in small town &amp; closed communities, such as military</td>
<td>Corey Text. Chap.7 Boundaries:pp. 287-300, 283-286. Quiz</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Potential Danger to Self Suicide Assessment*</td>
<td>Discussion: Intervention to prevent suicide.</td>
<td>Corey Text.pp.234-242ff Handouts</td>
</tr>
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<td>Apr 18</td>
<td>Mandated Reporting of Suspected Child Abuse/Neglect. Elder Abuse</td>
<td>Discussion: What, when, &amp; how to report suspected abuse.</td>
<td>OK Laws re: reporting suspected abuse</td>
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<td>Apr 19</td>
<td>Counseling in a Managed Care or Third-party payer environment.</td>
<td>Recordkeeping Responsibility* Billing Practice vs. Billing Fraud</td>
<td>Corey Text.-Chap. 10: pp 416-424: Man. Care</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Documentation and Goal setting; Treatment Planning (pp. 397-398)</td>
<td>What insurers request. Need-to-Know &amp; Minimum necessary.</td>
<td>Chap. 2 Records- pp. 172-179. Quiz</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Forensic Involvement: Coping with Subpoenas:</td>
<td>Compelled Testimony. Child Custody Cases</td>
<td>Clinical vs. Forensic Roles: Court Testimony:</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Technology’s impact on Human Services. Electronically Assisted Counseling and Evaluation*</td>
<td>Discussion: Court-ordered and Coerced Assessments-*</td>
<td>Corey Text. -Chap. 13 Final Exam</td>
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*Consider the emphasized topics for possible in-class presentations. Presentations may use PowerPoint or other professional academic method. Depending on class size, presentations may be individual or in pairs. A very small bonus may be given for presentations early in the week. Students should provide a copy of the presentation to the professor via electronic means. Students should also provide a 1-2 page handout on the presentation to other members of the class. The same topic used for the paper may be used for the presentation.

The above schedule is tentative and some modifications may be needed, due to class circumstances. Students may use the main textbook as one of their sources for the paper, but are cautioned against relying on it. Citation of secondary works from the textbook is only allowed if students go to those original works and read them first-hand. Citation of information in the body of the paper without notation of the source is unprofessional and will result in loss of points. **Final papers are due Saturday May 3.**
**Class Participation is included in grading.** Students who are obviously distracted with cell phone use, texting, or non-class computer work may expect loss of points for class participation.

**Grading:**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>25 points</td>
<td>12.5%</td>
</tr>
<tr>
<td>Quizzes and Final Exam (3)</td>
<td>50 points</td>
<td>25.0%</td>
</tr>
<tr>
<td>Outline and Sample (3 pages) Final Paper</td>
<td>15 points</td>
<td>7.5%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20 points</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>90 points</td>
<td>45%</td>
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<tr>
<td>Total</td>
<td>200 points</td>
<td>100%</td>
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Course Grading Scale

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100 percent</td>
<td>A</td>
</tr>
<tr>
<td>80- 89 percent</td>
<td>B</td>
</tr>
<tr>
<td>70- 79 percent</td>
<td>C</td>
</tr>
<tr>
<td>60- 69 percent</td>
<td>D</td>
</tr>
<tr>
<td>50- 59 percent</td>
<td>F</td>
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**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.

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.

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 2013-2018

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 5113 Suicidal/Homicidal Clients
- HR 5413 Chemical Dependency
- HR 5433 Group Counseling in Human Relations
- 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
- Spiritual Issues in Chemical Dependency and Addictions Counseling
- Recoverability and Reversibility of Neurocognitive Deficits among Abstinent Alcoholics

Representative Publications and Presentations
- 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
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