The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Ethical Issues in Human Relations Counseling

Course Number:
HR 5453-105

Course Description:
A review of current professional, ethical, and legal standards and practices related to the counseling profession and 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 plan to and take appropriate professional action when facing those dilemmas.

Class Dates, Location and Hours:

Dates: March 21-23 & 28-30, 2014
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: February 20, 2014

Site Director:
Cathy Yeaman. Assistant: Kathie Nicoletti. Phone: 405-325-3333; 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. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


2. The instructor will provide handouts and written materials for use in the class. Audiovisual or electronic resources and other materials may also be distributed.
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, role-plays, and collaborative learning will be utilized. Students will work collaboratively in classroom exercises applying ethical codes of their specific professional group to case scenarios. Each student is required to present a brief lecture-discussion on an ethical issue. Students will participate in other interactive exercises, emphasizing application of ethical guidelines and standards.

**Course Outline:**

I. Introduction:
   a. What is/are Ethics?
   b. What are Professional Codes of Ethics? Why Do We Need Such Codes?

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
   b. Good Faith: Duty of Care and Client Welfare: Enron and Accounting Scandals
   c. Informed Consent: Counseling, medicine, and other fields.

IV. Informed Consent:
   a. Elements of Informed Consent
   b. Informed Consent in Mental Health and other Settings
   c. Providing, Amending, and Revoking Informed Consent

V. Confidentiality of Client Information;
   b. Multiple Client Cases, Responding to Subpoenas, Confidentiality of Children’s Records

VI. Dual Relationships and Conflict of Interest:
   a. Sexual and Non-Sexual Dual Relationships with Clients in Counseling, Education, and Community
   b. Relationships with Clients, Students, or Subordinates: Liability Risks
   c. Gray Areas interacting with Clients/Consumers: Barter for Services, Physical Contact, Socializing: Boundary Violations and Boundary Crossings in Counseling and Therapy
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 Are a Danger to Others: Duty to Warn and the Tarasoff Case; HIV and 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 may be made available or accessed on-line. An effort will be made to post other course materials electronically, as much as possible. A bibliography of ethics books will also be provided to the class.

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.
- 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 an outline of his/her final paper and a sample (3-4 pages). This outline and sample should be submitted by the end of the first full day of the first class weekend. The sample will be corrected and returned, so that each student will understand the grading criteria of the professor. The comments and critiques should be incorporated into the final paper.
- Submit a scholarly paper on an ethics issue. 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 the same topic used in a previous class. This should be a scholarly paper, not a personal reflection paper. The paper will be graded on readability, documentation, organization, and thesis development. 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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<tbody>
<tr>
<td>Mar. 21</td>
<td>Introduction: Course Syllabus What do we mean by “ethics?”</td>
<td>“What does ‘ethical’ mean?” Primary Principles of Ethics</td>
<td>Corey Text. Chap. 1</td>
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<td>Ethical decision-making models Ethics vs. Risk Management Professional Ethics Enforcement; Complaints vs. Malpractice</td>
<td>Mandatory Ethical Requirements Aspirational Ethics-The “floor,” the “ceiling” &amp; in between. Possible Topics for Presentations</td>
<td>Homework: Research ethics policies-OU Grad. Catalog &amp; on line: Handout: Ethics Codes</td>
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<td>Counselor as Person/Professional: Training, Licensing, Competency. Transference/Countertransference Duty of Care; Client Welfare</td>
<td>Identify clients you personally find difficult to counsel/treat. Discussion: Should personal therapy be required or not?</td>
<td>Corey Text. - Chap. 2,8 Homework: Obtain the Code of Ethics for your profession</td>
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<td><strong>Informed Consent &amp; its Elements</strong> Who can give informed consent</td>
<td>Providing, Amending and Revoking Informed Consent.</td>
<td>Corey Text.-Chap. 5</td>
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<td>Ethical-Legal-Values Dilemmas pp.76-78.</td>
<td>The importance of consultation in ethical decision-making.</td>
<td>Corey Text.- Chap.3 QUIZ</td>
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<td>Confidentiality, Privilege, and Privacy. HIPPA,FERPA*, etc.</td>
<td>Classroom Exercise: Examples of confidentiality dilemmas.</td>
<td>Corey Text. - Chap. 6 Minors’ rights.</td>
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<td>Confidentiality of Children’s information and records</td>
<td>Custodial and non-custodial rights to children’s information</td>
<td>Corey- Text.- Chap. 5 pp.. 180-190/</td>
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<td>Dual Relationships: Boundaries in Clinical Practice:- business, or social relationships after therapy,</td>
<td>A Decision Model for Avoiding Exploitative Relationships What defines Exploitation?*</td>
<td>Corey Text. Chap.7 Handouts: Boundaries: QUIZ</td>
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<td>Potential Danger to Self Suicide Assessment*</td>
<td>Discussion: Intervention to prevent suicide.</td>
<td>Corey Text.pp.234-242ff Handouts</td>
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<td>Counseling in a Managed Care or Third-party payer environment.</td>
<td>Discussion: What do insurance companies need to know?</td>
<td>Corey Text.-Chap. 10: Pp 416-424: Managed Care</td>
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<td>Forensic Involvement: Coping with Subpoenas: Compelled Testimony. Child Custody Cases</td>
<td>Discussion: Court-ordered and Coerced Assessments-*</td>
<td>Handouts: Clinical vs. Forensic Roles: Compelled Testimony:</td>
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<td></td>
<td>Documentation and Record-keeping (pp. 167-174).Treatment Planning (pp. 397-398)</td>
<td>Recordkeeping and “Custodian” Responsibility*</td>
<td>Assessment: Recordkeeping QUIZ</td>
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<td>Technology’s impact on Human Services. Electronically Assisted Counseling and Evaluation*</td>
<td>Discussion: Practice outside the office walls: On-line Counseling, blogs, on-line groups, etc.</td>
<td>Corey Text. -Chap. 13</td>
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<td></td>
<td>Review</td>
<td>Catch-Up: Other Presentations</td>
<td>Final Papers Due</td>
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*Students should consider the emphasized topics for possible in-class presentations.*

The above schedule is tentative and some 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>30</td>
<td>15.0%</td>
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<tr>
<td>Quizzes (3)</td>
<td>45</td>
<td>22.5%</td>
</tr>
<tr>
<td>Outline and Sample (3 pages) Final Paper</td>
<td>15</td>
<td>7.5%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>90</td>
<td>45%</td>
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<tr>
<td><strong>Total</strong></td>
<td>200</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>
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<tr>
<td>60- 69 percent</td>
<td>D</td>
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<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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

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.

Copyright

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
- American Association for Marriage and Family Therapy
- Oklahoma Association for Marriage and Family Therapy
- 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