

**Ethical Principles in Counseling
Psychology 442
Fall Semester 2009**

Instructor: Leanne Parker, Ph.D.
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Meeting Times: Monday, Wednesday 3:00 – 4:15 p.m.
Class Meeting Place: FA 202
Final Exam: Comprehensive of all texts and lectures

Texts Required:

Bok, S. (1999). *Lying: Moral choice in public and private life*. New York: Random House.

Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Goals: This course is designed to provide students with an opportunity to learn to deal with professional and ethical issues that affect the practice of counseling and other helping professions. Basic and factual information is provided, however, students must also learn a process of thinking about and resolving basic issues they are likely to encounter throughout their careers. Professional and ethical guidelines offer assistance with dilemmas, however, students and professionals must ultimately struggle with the application of ethical principles, and decide the most appropriate courses of action (Corey, Corey, & Callanan, 2007).

Objectives:

- 1) Students will be thoroughly knowledgeable of ethical guidelines related to various helping professions, and able to articulate such knowledge.
- 2) Students will be able to articulate major ethical issues faced by various stakeholders, e.g., private practitioners, agency clinicians, clients, and state/private/corporate entities.
- 3) Students will become aware of personal values and life experiences that affect the helping process.
- 4) Students will be able to articulate, and apply to practical situations, the rights and responsibilities of client and counselor.
- 5) Students will develop a personal mechanism for resolving ethical dilemmas.
- 6) Students will develop a personal mechanism for assessing their level of competence.
- 7) Students will have a clear understanding of the difference between legal and ethical standards, as well as aspirational guidelines and codes of conduct. This understanding includes the consequences of violating such standards, guidelines, and codes of conduct.

A note to persons with disabilities: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location, office hours, phone number, and email address are noted above.

Focus of the Ethics Course: The class will NOT be a lecture class, but rather conducted more along the lines of a seminar. While some brief lectures will be given, the focus is upon discussion, interaction, role-playing, exploration of issues, and carrying out in class (and small groups) selected activities and exercises. Come to class prepared! Read, think, be willing to state your views and exchange ideas. If it becomes apparent that students are consistently unprepared, weekly and/or pop quizzes will be utilized. **As usual, have the pre-chapter self inventory completed and ready to discuss. This is often used as an indication of attendance and preparedness.**

NOTE: Be sure to bring to class any textbooks for the week's assigned reading.

It is hoped you will use fieldwork experience as a basis for identifying ethical and professional issues that you want to discuss in class. The readings and discussions will "come alive" for you if you can relate these topics to issues with which you have experienced and struggled in a fieldwork or internship placement. Above all, relax and enjoy the challenge of the course. ☺ I hope you will become intellectually and emotionally engaged and give the course your best effort. Please arrange time to see me outside of class if you want to talk about anything that results from being enrolled in the course.

Grading Practices and Policy

Your grade for the course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following areas:

Essays 1 – 4	200 points (50 points each)
Essays 5 – 8	200 points (50 points each)
Self-Evaluation Paper	25 points
Reflection questions	120 points (12 total @ 10 points each)
Final	200 points (comprehensive, objective and short essay questions)
Attendance and Participation	<u>40-50 points</u>
Total	785-795 points (approximately)

A curve is NOT used for grading this course.

Class Participation: This course is organized in a seminar format and you are expected to participate in the class activities and discussions. Your final course grade may be affected by both the quality and the quantity of your in-class participation and attendance. Attendance is EXPECTED at each class meeting, unless you have an emergency situation or are very ill. Points will at times be available for class discussion, small group interaction, small group project, coming to class with the chapter self-inventory completed, etc. These in-class opportunities for participation points cannot be made up. There will be multiple opportunities for points, thus, if you miss a class you will have other opportunities to gain points.

You are responsible for anything covered in class during your absence. This includes lecture material, handouts, and any announcements or revisions made to the reading schedule. Please consult with a peer or myself when class is missed.

Elaboration of Graded Assignments

General: All papers must be typewritten, double-spaced, with no more than 1 inch margins. Assignments must be turned in to me in hard copy form; NO assignments will be taken on disk, through email, or any other format. **As always, grammar/punctuation/spelling are important and count as part of the total grade on any assignment.** Late papers will be accepted for up to **3 days after the assignment is due**; 10% of the paper's worth will be taken for EACH day the paper is late (e.g., if a paper is 2 days late, 20% of the paper's worth will

be deducted before any other grading). **NO PAPERS WILL BE ACCEPTED MORE THAN 3 DAYS LATE.** If not turning in a paper during class, take it to the Social Sciences Division office, have it date stamped by one of the administrative assistants, and place it in my box. All papers must be in APA format. Please note that APA format was updated summer, 2001. You are expected to utilize the most recent revision. If you are not familiar with APA format, please see me.

PLEASE NOTE: I have a standing offer to briefly review any paper that has an upcoming due date and give you feedback about whether you are on the right track, improvements you could make, or anything else about which you have a question. To exercise this option, you must give me no more than a 3 page excerpt to review at least a week before it is due, and it must be typewritten.

Elaboration of Essays

Each essay should give evidence of considerable thought/outside reading, and must show a development of your positions in a coherent, logical, and organized way. Papers should be done in a personal style and reflect the end result of your study/research review/thought on given ethical and professional issues. Each essay is to be **no less** than 2 pages in length, and generally no more than 3 pages (double spaced). The only exception is essay # 8 which requires you to work through an ethical dilemma; a thorough job will require more than 3 pages (see further information on this essay below). **Start each essay on a new page, and use a cover sheet indicating the title of your essay.**

You should know that you are not graded on your viewpoints and thoughts as such. Instead, your grade is a function of your ability to clearly and fully express your ideas. **I am looking for depth of thinking, originality, critical evaluation, the ability to apply theories to practical situations, independent judgment, organization, and insights into issues.** Let your papers demonstrate that you are doing the reading and reflecting necessary to produce a quality paper.

Your task is to *narrow down* a topic so that you have a clear focus, then take a definite position and develop it fully and cogently, and to give logical reasons for your perspectives. To write outstanding papers, it will help to show evidence that you have read the relevant material in the textbook, that you have done *some supplementary reading* on each issue in question (such as specific journal articles) and that you have drawn upon any experiences that you have encountered in your internship or fieldwork placements. I suggest that you select topics with which you are struggling or have experienced in your internship/field placement.

I am interested in challenging you to develop your own positions and the ability to back up these views with supporting evidence (either through your observations and experiences, or through a survey of views from other writers). **These are to be THOUGHT PAPERS, not merely summary of information papers!! Take a specific position, show why you take such a position, and then develop your viewpoints by giving reasons for the statements you make.**

***** Examples of high quality essays are on reserve in the library.**

Essays 1 – 4: Select FOUR TOPICS OR CONSIDERATIONS (from the topics explored in Corey, Corey, & Callanan, 2007). Write an essay on each of the following topics:

Essay 1 – An issue with respect to the counselor as a person and a professional (chapter 2)

Essay 2 – A value issue: how your values may affect your counseling (chapter 3)

Essay 3 – A client rights issue (chapter 5)

Essay 4 – Some dimension of confidentiality (chapter 6)

Essays 5 – 7: Select THREE TOPICS OR CONSIDERATIONS (from the topics of the latter portion of the course). Write an essay from the following possibilities:

Essay 5 – An issue with respect to managing boundaries and multiple relationships (chapter 7)

Essay 6 – An issue EITHER with professional competence and training (chapter 8) **OR** an issue with respect to supervision and consultation (chapter 9)

Essay 7 – An issue EITHER in theory, practice, and research (chapter 10) **OR** a diversity issue (chapter 4) **OR** an issue with respect to community work (chapter 13)

Essay 8: Take the assigned ethical dilemma, and show how you would resolve this dilemma by using the ethical decision-making model presented in class. **Work through the dilemma, in detail, step by step. This will necessitate some research on your own.** As noted above, this particular essay will be longer than the others, perhaps 4-5 pages or more.

Self-Evaluation Paper (no less than two pages, no more than three pages)

It is to address the following:

- What do you consider to be the *most significant learnings* for you that grew out of this course? List them in order. Then, select a few of them and discuss *how* those learnings were of significance and why.
- What questions have you raised this semester? What questions have particularly stood out for you with the readings, the class discussions, and the lectures?
- How would you *evaluate yourself* as a learner in this course? Specifically, assess yourself on all dimensions: What was the quality of your papers? How much of yourself did you invest in this course? How would you assess class participation? How involved were you? How much did you risk? What did you contribute to the class? How critically and thoughtfully did you do the assigned readings? Did you do any outside reading? If so, what?

Suggestions for Writing and Criteria for Grading

Each essay is worth 50 points, divided as follows:

- 1) grammar, writing skills, APA style (10 points)
- 2) development of a theme, denotation of a specific stance (10 points)
- 3) use of examples (5 points)
- 4) creativity and depth of thinking (10 points)
- 5) integration and application (15 points)

More specific information on each dimension is provided below.

1. Quality writing skills. Write directly and informally, yet write in standard English. I encourage you to use personal examples and to support your points with these examples when appropriate. Make sure your essays reflect college-level writing skills. Use complete sentences, develop your paragraphs, check your spelling, and put together a paper that reflects quality. You might ask someone to proofread your paper.

2. Development of a theme. Look for a central theme or central message in each essay. Make an outline, and check to see that each point in your outline pertains to your central message. In particular:

- *Create a short title for each essay that conveys your basic idea.*
- State your message concisely in your opening paragraph.
- Have a solid and impactful concluding paragraph.
- The theme should be *clear, concise, and specific* (rather than global and generalized). Do not write in a general and abstract manner, or else your essays will lose a clear focus.
- Develop your thoughts fully, concretely, and logically (rather than rambling or being vague and wordy).
- In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to discover your intended meaning.

- Give reasons for your views rather than making unsupported statements. In taking a position, provide reasons for your position.
- Cover an issue or idea well and in depth, rather than spreading yourself too thin. For each essay, narrow down your question or topic so that you can manage to develop central paragraphs that expand on your theme.

3. **Use of examples.** In developing your ideas, use clear examples to illustrate your point. Draw upon personal examples, and/or apply theoretical concepts to a hypothetical but realistic setting. Tie your examples into the point you are making (but be careful not to give too many details or get lost in personal examples).

4. **Creativity and depth of thinking.** Write a paper that reflects your own uniqueness and ideas, rather than merely giving a summary of the material in the books. For example:

- Approach the material in an original way.
- Focus on a particular issue or topic that you find personally significant. Since you have a choice in what aspect to focus, select an aspect of a problem that will allow you to express your beliefs.
- Show depth in expanding on your thoughts.

5. **Integration and application.** Your papers should emphasize an integration of perspectives and application of theory/principles to practice.

- Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.
- If you are writing a theory essay, focus on those specific aspects of the theory that you'd most like to incorporate into your own style of counseling. Stress the implications for counseling practice. Rather than writing merely about a theoretical issue, show how this issue has meaning in a counseling situation.
- Apply your ideas to specific populations with which you expect to work – both in counseling and non-counseling situations. You may want to apply your essays to teaching, working with the elderly, working in corrections, working with adolescents, etc. Make these a personal and meaningful experience.
- In writing about ethical issues, be sure to zero in on a specific message. What do you most want to convey?

Reflection questions – Each week you have reflection questions to which you are to respond in written form. While your papers are more planned and thoughtful, this is to be your personal reaction to weekly topics and discussions, with questions to focus your thinking. Possible things to consider include: what new information or topic had the most meaning for you? Were any of your values or beliefs challenged, and how so? How will this affect your approach with clients? What do you most fear when considering this issue? Do you agree or disagree with the perspectives of authorities in the field? These are simply examples, and not meant to be exhaustive. Pick ONE of the alternatives provided.

Reflection questions for a specific week are to be in my box in the Social Sciences Division office, Spalding Hall 101A, by Friday at 5 p.m. Papers should be typed, double spaced, and no less than 1 but no more than 2 pages. **Clearly name and date each paper with a cover page, and indicate the number reflection it is for you.**

Grading:	93 – 100%	= A	77 – 79.9%	= C+
	90 – 92.9%	= A-	73 – 76.9%	= C
	87 – 89.9%	= B+	70 – 72.9%	= C-
	83 – 86.9%	= B	67 – 69.9%	= D+
	80 – 82.9%	= B-	60 – 66.9%	= D
			59% & below	= F

Tentative Assigned Reading and Due Dates; Please bring assigned readings to class

Week of:

August 24 Review syllabus; Bok Chapter 1-2

Reflection questions: Do you agree with Bok's statement that we can never know the whole truth? Why or why not?

Alternative: When you have lied in the past, do you see aspects of the "perspective of the liar" (p. 23-28) in yourself? Which ones?

August 31 Bok Chapter 3-5

Reflection question: What is your opinion of Kant's perspective on lying?

Alternative: Read the desert island example on p. 51. What do you think of the person's choice in this situation? Why? What are the pros/cons of each choice? What would you do?

Alternative: What do you think of Bok's position on white lies?

September 7 Bok Chapter 6-8, 11

Reflection question: Discuss Bok's test of publicity and levels of justification for lying. Would this reflection help you decide whether a lie was justifiable? Would white lies, in general, pass this test? Read the scenario presented on p. 116. Was this lie justifiable? What would you have done in the same situation?

Alternative: Is there ever a justifiable reason to lie to a client? Discuss your answer given Bok's outlines for what tests a lie would have to pass to be justifiable. If possible, give an example.

September 14 Corey Chapter 1 – Introduction to Professional Ethics

Reflection question: Complete the self assessment, p. 25-40. Which items caught your attention? About which were you the most unsure? What strikes you most about beginning a discussion about the complexities of ethics in counseling?

Alternative: Read with special care the ethics code for your prospective profession. What strikes you about this? Is it daunting? Is there something missing? Do you see other professionals in your field solidly following their ethics code?

September 21 Corey Chapter 2 – Counselor as a Person & as a Professional

Reflection question: Is it ever ethical to mandate self-exploration experiences for counselors-in-training? Why or why not?

Alternative: What personal needs of yours will be met by counseling others? To what degree might they get in the way of your work with clients? How can you recognize and meet your needs in ways that do not interfere with a client's work?

September 28

Corey Chapter 3 – Values & the Helping Relationship

Reflection question: Complete the values inventory on p. 77-78. Pay particular attention to the items you marked as “C.” Why would you have difficulty working with these people? Are there people/situations/values not listed that would cause you difficulty in a counseling situation?

Alternative: Is there such a thing as “rational” suicide, that is, a person considering suicide who is not depressed or otherwise compromised by mental illness? What if such a client were to discuss this with you, what would be your reaction? What if they asked to borrow a book that discusses suicide options? Given the National Association of Social Workers position (see p. 101-102), could you be present during a client's assisted suicide?

****Essay 1 due Friday, October 2 by 5 p.m. in my box in Spalding Hall, Room 101A. This will be returned next week with feedback so as to make the criteria clearer for future essays.**

October 5

Corey Chapter 5 – Client Rights & Counselor Responsibilities

Reflection question: After reviewing the Reasons for Malpractice Suits section (p. 194-198), which reason concerns you the most? Do you know of a helping professional who has faced a malpractice suit? How worried are you about being sued someday?

Alternative from Pope and Vasquez: You have just begun working as a counselor at a university counseling center. At your first meeting with the counseling center director, you ask whether they have consent forms. The director replies, “I’m so glad you brought that up. We’ve been leaving that up to individual counselors but we need one that everyone can use. I’ve been looking at your resume and I think you’re the perfect person to design the form. Please have it on my desk by next Thursday.”

a) How do you feel?

b) Assuming there is no way you can get out of this task, what process would you use for designing the form?

c) What issues or elements are you sure the informed consent form should address?

October 12

Corey Chapter 6 – Confidentiality: Ethical and Legal issues

Reflection question from Pope and Vasquez: You have been working with a 14-year-old client for several months. During one session, the client suddenly discloses that they have been having sex with a parent for the past 4 years. The client, who has been chronically depressed, tells you: “If you tell anyone about this, I will find a way to kill myself.” You believe this is not an idle threat.

a) How do you feel?

b) Under what circumstances, if any, do you believe you might disclose information about the client's claim of having been sexually involved with a parent to any of the following: 1) child protective services or other governmental agency authorized to receive reports of suspected child abuse; 2) your clinical supervisor; 3) any family member; 4) anyone else?

c) What objectives or priorities would shape your interventions?

d) To what extent, if at all, would your own potential legal liability affect your emotional responses to this situation and your course of action?

Alternative: See the Corey, Corey, and Callanan book, p. 245. Discuss 1 or 2 of the bulleted questions.

October 19

Corey Chapter 7 – Managing Boundaries & Multiple Relationships

Reflection question: See p. 290-291 in Corey, Corey, and Callanan, “Your position on socializing with current or former clients.” Address the questions posed in the 3rd paragraph.

Alternative: See p. 291-304 in Corey, Corey, and Callanan. Are sexual relationships with former clients unethical regardless of the elapsed time since termination or the type of therapy? Do you see any exceptions that might justify developing intimate relationships with former clients?

Alternative from Pope and Vasquez: During a session a client mentions that, because of her job, she receives many free tickets to concerts, plays, and other events. She loves giving them to her various doctors because she greatly appreciates their hard work and because it costs her nothing. She tells you that she has already mailed to you the day before a pair of tickets to an upcoming concert because you had happened to mention that you are a fan of the performer, who has never held a concert in your part of the country before. You have tried to find tickets to take your daughter, who very much wants to attend, but tickets were immediately sold out and no source seems to have them available at any price.

- a) How do you feel?
- b) What issues do you consider?
- c) Is there any more information that you would want before deciding what to do? If so, what information would you seek?
- d) Under what conditions, if any, would you accept the tickets?
- e) After the session is over, how, if at all, would you describe this situation in your chart notes?

****Essays 2 – 4 due Friday October 23 by 5 p.m. in my box in Spalding Hall.**

October 26

Corey Chapter 7, continued

Reflection question: Answer one from the week of October 19 that you did not answer.

Alternative from Pope and Vasquez: During your first session with a new client, he tells you that he has always been concerned that his penis is too small. Suddenly, he pulls down his pants and asks you if you think it is too small. (If you are a man, consider the same scenario with a new client only it is a woman who is concerned about the size of her breasts.)

- a) What are you feeling? What are you thinking?
- b) What would you, as therapist, want to do first? Why? What do you think you would do first? Why?
- c) What difference would it make if this were a client whom you had been treating for a year rather than a new client?
- d) How, if at all, would your feelings and actions differ according to the gender of the client?

November 2

Corey Chapter 8 – Professional Competence & Training

Reflection question: Regarding selection of trainees, what criteria should be used for admission to training programs? Should the selection of trainees be based solely on traditional academic standards, or should it take into account the latest findings on the personal characteristics of effective therapists? How would you determine whether a candidate had those characteristics or not?

Alternative: Assume that you are a graduate student who is part of the interviewing team for applicants for your training program. Identify 3 questions to pose to all applicants. What are you hoping to learn about the applicants from your questions?

November 9 Corey Chapter 9 – Issues in Supervision & Consultation

Reflection question: You have conflict with your supervisor over the most ethical way to deal with a client. What would you do?

Alternative: Do you think it is unethical for a supervisor to initiate social or sexual relationships with trainees AFTER they have graduated? Explain your position.

Alternative: Address question #6 in Corey, Corey, and Callanan, p. 389.

Alternative from Pope and Vasquez: You have just completed an intake session with a person who is extremely fearful, hears voices, and seems to have a thought disorder. Your provisional diagnosis is some form of schizophrenia, although there are other possibilities you plan to explore during the next session. You meet with your supervisor, review your notes for the intake, state your opinion that the difficulty probably involves a schizophrenic process, and list the questions you plan to address in your next session. Your supervisor's first comment is: "Boy those schizos really are interesting, aren't they!"

- a) How do you feel?
- b) What responses do you consider giving to this comment?
- c) How do you think you actually would respond to this comment?

November 16 Corey Chapter 10 – Issues in Theory, Practice, & Research

Reflection question: Complete the Inventory of Your Position on Research, p. 431-432. Discuss your perspectives.

Alternative: Answer question #3 on p. 432 in the Corey, Corey, and Callanan book.

****Essays 5 – 7 due Friday, November 20 by 5 p.m. in my box in Social Sciences Division office**

November 23 Thanksgiving break!

November 30 Corey Chapter 4 – Multicultural Perspectives & Diversity Issues

Reflection question: How can counselors become more familiar with the worldviews that different cultures reinforce?

Alternative: Select 2 or 3 cultures or races different from your own. What attitudes and beliefs about these cultures did you hold while growing up? How have your attitudes changed, if at all, and what contributed to the changes?

Alternative from Pope and Vasquez: You are conducting an intake examination at an HMO. The client's first words to you are, "I'm having some problems with my sexual identity but I think I can only work with someone who understands where I'm coming from, who has faced these same issues, and who knows what it's like. What's your sexual orientation?"

- a) How do you feel?
- b) What goals would you have in mind in responding to the client?
- c) Under what conditions, if any, would you disclose your sexual identity to the client?

December 7 Corey Chapter 13 – Ethical Issues in Community Work

**** Essay 8 and Self Evaluation Paper due Monday December 14 by 5 p.m. in my box in Social Sciences Division office**

Final Exam, Comprehensive of Bok, and Corey, Corey, & Callanan