

## Course Syllabus

**Course:** REH 6240 - Ethical Decision Making in Counseling

**Semester:** Fall – 2024 (August 26<sup>th</sup> through December 13<sup>th</sup>, 2024)

**Instructor:** Trenton Landon, Ph.D., CRC

**Phone:** (435) 797 - 3269

**Email:** [trent.landon@usu.edu](mailto:trent.landon@usu.edu)

(Please *do not* email me in Canvas. I do not check that email. **Use the email above.**)

**Office Hours / Availability:** By Appointment

**Time:** Monday, 4:30 PM to 6:10 PM (Mountain) **Place:** EDUC 311, Online - Zoom

### **Course Overview**

This course is designed to introduce graduate students in rehabilitation counseling to the ethics that guide professional practice. We will review relevant professional codes of ethics, the impact of ethical standards on the development of the profession, and models of ethical decision-making. Attention will also be given to each student's construction of aspirational ethical behavior. A large portion of this course is working in groups to resolve ethical issues. This is intentional, as ethical professional practice is not accomplished in isolation. There is always a context of community in ethical practice.

### **Course Objectives and Outcomes**

CACREP Standards (2024) covered over the duration of this course:

- 3.A.10. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal consideration in professional counseling;
- 3.A.11. Self-care, self-awareness, and self-evaluation for ethical and effective practice;
- 3.E.6. Ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities;

Objective 1: Learning to apply course materials (to improve rational thinking, problem solving and decisions)

- Outcome 1A: Students will become familiar with the CRCC, NBCC, AMHCA, and ACA Codes of Professional Ethics and the CRCC Scope of Practice.
- Outcome 1B: Students will demonstrate understanding of the ethical principles and values outlined in the various codes of professional ethics relevant to counseling.

Objective 2: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

- Outcome 2A: Students will demonstrate the ability to apply ethical decision-

making models to ethical dilemmas.

- Outcome 2B: Students will demonstrate understanding of the legal ramifications of ethical professional behavior.

Objective 3: Learning to analyze and critically evaluate ideas, arguments, and points of view.

- Outcome 3A: Students will demonstrate the ability to identify key ethical issues, and logically formulate an appropriate course of action or response.

Objective 4: Developing a clearer understanding of, and commitment to, personal values.

- Outcome 4A: Students will reflect upon, and become conversant on their own ethical development, including the interplay between personal and professional values.

### Required Text

- Cottone, R.R. & Tarvydas, V.M. (2022). *Counseling ethics and decision making in counseling and psychotherapy* (5<sup>th</sup> Ed.). Springer Publishing.
  - ISBN #: 978-0-8261-3528-5
- American Counseling Association (ACA) Professional Code of Ethics: [https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0\\_1](https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1)
- Commission for Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics: <https://crrcertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>
- National Board for Counselor Certification (NBCC) Code of Ethics: <https://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>
- American Mental Health Counseling Association (AMHCA) Code of Ethics: <https://www.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=24a27502-196e-b763-ff57-490a12f7edb1&forceDialog=0>
- There will also be articles and readings assigned that will be available on the REH 6240 Canvas website.

### Optional Texts:

- Bazerman, M. H. & Tenbrunsel, A. E. (2011). *Blind Spots: Why we fail to do what's right and what to do about it*. Princeton, NH: Princeton University Press. ISBN #: 978-0-691-15622-4
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed.). Author.

### Required Technology

All students who are at a distance are required to have functioning microphones and cameras so that we can communicate through the teleconferencing system, Zoom, without relying on the chat function.

### Learning Activities

The following are the learning activities for which you will receive a grade. Please read each very carefully. Additional information for each assignment will be provided.

1. Personal Introduction (20 pts) & Peer Responses (15 pts)
  - a. This is a two-part assignment. The first part is due on **September 7<sup>th</sup>**. Guidelines can be found in CANVAS. Generally speaking, this is a way for you to introduce yourself to your classmates – to help us get to know you better. The guidelines in CANVAS are suggestions, and you can expand on these as you see fit.
  - b. For the second part of this assignment, you'll be required to respond to three peer introductions (3 at 5 pts each). These will be randomly assigned by CANVAS and won't be available until after the closing date on the introduction (first part). You'll then have **until September 21<sup>st</sup>** to respond to those introductions, ask questions, and get a chance to know your peers better.
2. Case Studies (40 points)- There will be four weeks when we will do case studies online. You will be provided a case study, and will need to address specific questions/elements. The questions and format are provided in Canvas. These are worth 10 points each, and need to be turned in by 11:59 pm on the due date to receive points (see below and in CANVAS for specific due dates). We will be discussing the case studies in class.
3. Reflection Writings (30 points) – Each student will write two reflection papers. They are worth 10 and 20 points. The first will happen in the first two weeks of class (**Due September 14<sup>th</sup>**), and the second will be at the end of the course (**Due December 1<sup>st</sup>**). Instructions for the two reflection writing assignments are provided in Canvas.
4. Ethical Dilemma and Response. This assignment has two parts.
  - Part 1 (20pts): You are to compose a case study with ethical dilemmas infused throughout and representing various layers of ethical components. This case study will be posted in CANVAS and will be worth 20 points. Part one is **due on November 10<sup>th</sup>**.
  - Part 2a (20 pts): You will be randomly assigned to respond to two (10 pts for each) of the case studies. As part of this, you will provide direct feedback/comments to the composer of the case study (done in CANVAS and a simple response).
  - Part 2b: Then, you will analyze these case studies based on the Ethics Conceptualization form used for earlier case studies and submit this for grading. Part two is **due on November 30<sup>th</sup>**.
5. Professional Inquiry (3 at 5 pts each; 15 points): An outline for these assignments is available in CANVAS along with their respective due dates.

6. Final Project (50 points) – An exam administered via CANVAS. This will be a traditional multiple choice, true false, short answer exam based on the content of the course (**Due on December 9<sup>th</sup> at 11:59 PM Mountain Time**).

Due Dates: Assignments are due by 11:59 PM (MST) on the due date listed below and in CANVAS. Please note the due days. Late work is not accepted. Assignments typically open at least one week in advance and you are welcome to turn in assignments early.

### Grading

The point totals for grades are as follows:

1. Personal Introduction (2 parts)	30
2. Case Studies (4)	40
3. Reflection Writings (2)	30
4. Ethical Dilemma & Response(2 parts)	40
5. Professional Inquiry (3)	15
6. Final Project	50
Total	205

Final grades will be based on the following point totals:

<u>Percentage</u>	<u>Max</u>	<u>Min</u>	<u>Letter Grade</u>
0.94	205	- 192	A
0.90	191	- 184	A-
0.87	183	- 178	B+
0.84	177	- 172	B
0.80	171	- 164	B-
0.77	163	- 157	C+
0.74	156	- 151	C
0.70	150	- 143	C-
0.60 to 0.69	143	- 123	D
0.59 or lower	122 or lower		F

If you have a concern about a deadline, or assignment requirement, please feel free to contact me. I recognize that life happens, it will be best to address concerns with me as early as possible.

### Class Schedule

Please Note: This schedule is an estimate and I reserve the right to adjust the schedule to meet the learning needs of the class. Also, additional readings may be assigned as the

class progresses. If that is the case, you will be given adequate warning, and the readings will be posted in Canvas.

### **Week 1: Aug 26<sup>th</sup>**

Content: Setting the Stage: Course Overview, a few expectations, what is ethics?

Reading: None

### **Week 2: Sept. 2<sup>nd</sup>**

- **\*\*\* No Class – Labor Day\*\*\***

*Assignment Due September 14<sup>th</sup>: Personal Introduction (see CANVAS for guidelines)*

### **Week 3: Sept. 9<sup>th</sup>**

Content: Introduction to Professional Ethics, Mandatory and Aspirational Ethics, Ethics and Law, and Standards in Counseling

Readings:

- TEXTBOOK, CHPT. 1 & 2
- Posted Article: *Examining the Personal-Professional Distinction: Ethics Codes and the Difficulty of Drawing a Boundary* by Pipes, Holstein, & Aguirre (2005)
- CRCC Scope of Practice (posted in Canvas),
- CRCC (2017) Code of Ethics – Preamble (posted in Canvas)
- ACA (2014) Code of Ethics – Preamble & Purpose (posted in Canvas)
- AMHCA (2020) Code of Ethics – Preamble & Purpose (posted in Canvas)

*Assignment Due September 11<sup>th</sup>: Reflection Writing Paper #1*

### **Week 4: Sept. 16<sup>th</sup>**

Content: Developing a Personal Ethic, Ethical Principles, Personal and Professional Values

Reading:

- TEXTBOOK, CHPT. 3 & 5
- Posted Article: *Virtues, Values, and the Good Life* by Joseph A. Stewart-Sicking
- ACA (2014) Code of Ethics (the preamble)
- AMHCA (2020) Code of Ethics (the preamble)
- CRCC (2017) Code of Ethics (the preamble)

*Assignment Due September 15<sup>th</sup>: Case Study #1*

*Assignment Due September 21<sup>st</sup>: Response to Peer Introductions*

### **Week 5: Sept. 23<sup>rd</sup>**

Content: Metacognition and Ethical Decision-Making Processes

Reading:

- TEXTBOOK, CHPT. 4
- Posted Article: *Ethical Decision-Making Models: A Review of the Literature*, by Cottone & Claus
- CRCC (2017) Code Section L
- ACA (2014) Code of Ethics Section I
- AMHCA (2020) Code of Ethics Section VI

*Assignment Due September 22<sup>nd</sup>: Professional Inquiry #1*

**Week 6: Sept. 30<sup>th</sup>**

Content: The Counseling Relationship, Philosophy of Power, Respect for Individual Differences

Readings:

- TEXTBOOK, CHPT. 6
- CRCC (2017) Code Section A
- ACA (2014) Code of Ethics Section A
- AMHCA (2020) Code of Ethics Section I.A.
- Posted Article: *The generalizability of the psychoanalytic concept of the working alliance*, by Bordin
- Posted Article: *The relationship between working alliance and rehabilitation outcomes* by Lustig, Strauser, Rice, & Rucker

*Assignment Due September 29<sup>th</sup>: Case Study #2*

**Week 7: Oct. 7<sup>th</sup>**

Content: Ethics in the Rehabilitation Counseling Setting

Reading:

- TEXTBOOK, CHPT. 10
- Posted Article: *Ethics and the counselor-agency relationship* by Geist et al.
- CRCC (2017) Code Section D
- ACA (2014) Code of Ethics Section C
- AMHCA (2020) Code of Ethics Section I.C.
- Articles Posted in Canvas

*Assignment Due October 6<sup>th</sup>: Professional Inquiry #2.*

**Week 8: Oct. 14<sup>th</sup>**

Content: Ethics in the Mental Health and Addiction Counseling Settings (Guest Lecturer – Dr. Michael Gerald)

Reading:

- TEXTBOOK, CHPT. 7 & 11

*Assignment Due October 13<sup>th</sup>: Case Study #3*

**Week 9: Oct. 21<sup>st</sup>**

Content: Ethical Climate – Relationships with colleagues, employers, and employees

Reading:

- TEXTBOOK, CHPT. 14
- *Ethics and the counselor-agency relationship* by Geist et al. (posted in CANVAS)
- CRCC (2017) Code Section E
- ACA (2014) Code of Ethics Section D
- AMHCA (2020) Code of Ethics Sections II & III

*Assignment Due October 20<sup>th</sup>: Professional Inquiry #3*

### **Week 10: Oct. 28<sup>th</sup>**

- **\*\*\* No Class \*\*\***

### **Week 11: Nov. 4<sup>th</sup>**

Content: Office and Administrative Practices -

Reading:

- TEXTBOOK, CHPT. 15
- CRCC (2017) Code Section K
- ACA (2014) Code of Ethics, Section A.10 through A.12
- AMHCA (2020) Code of Ethics, Section I.E. & Section II

**Due November 3<sup>rd</sup>: Case Study #4 Due**

### **Week 12: Nov. 11<sup>th</sup>**

Content: Teaching, Supervision, and Training, Evaluation, Assessment, and Interpretation

Reading:

Content: Teaching, Supervision, and Training, Evaluation, Assessment, and Interpretation

Reading:

- TEXTBOOK, CHPT. 16
- Posted Article: *Exploring Rehabilitation Counseling Supervisor's Role in Promoting Counselor Development of Ethical Fluency* by Landon & Schultz (posted in CANVAS)
- Posted Article: Schultz (2011): *Construction and Validation of a Supervisor Principle Ethics Scale* (posted in CANVAS)
- CRCC (2017) Code – Sections G & H
- ACA (2014) Code of Ethics – Sections E & F
- AMHCA (2020) Code of Ethics – Sections D & III.B. through IV.C

**Due November 10<sup>th</sup>: Ethical Dilemma & Response – Part 1**

### **Week 13: Nov. 18<sup>th</sup>**

Content: Distance Counseling, Technology, Social Media

Reading

- TEXTBOOK, CHPT. 17
- Posted Article: *The Online Disinhibition Effect* by Suler
- Posted Article: *Ethics and the Use of Technology in Rehabilitation Counseling* by Barros-Bailey
- CRCC (2017) Code Section J
- ACA (2014) Code of Ethics Section H
- AMHCA (2020) Code of Ethics, Section I.B.6

**Due November 30<sup>th</sup>: Ethical Dilemma & Response – Part 2**

### **Week 14: Nov. 25<sup>th</sup>**

- **\*\*\* No Class \*\*\***

### **Week 15: Dec. 2<sup>nd</sup>**

Content: Duty to Warn & Suicide Intervention & Final Examination Review Session

Reading:

- TEXTBOOK, CHPT. 6
- TEXTBOOK, CHPT. 18
- Lund et al (2017): *Experience, Knowledge, and Perceived Comfort and Clinical Competency in Working with Suicidal Clients Among Vocational Rehabilitation Counselors*
- Ahmedani et al (2017): *Major Physical Health Conditions and Risk of Suicide*
- CRCC (2017) – Section B
- ACA (2014) – Section B
- AMHCA (2020) – Section I.A.2 Confidentiality and I.B.7. Clients' Rights
- Tarasoff Write Up
- Tarasoff Case – Perspective #1 and #2 (Videos)

*Due December 1<sup>st</sup>: Reflection Paper #2*

### **Week 16: Dec. 9<sup>th</sup> – 13<sup>th</sup> - FINALS WEEK**

The final project will be due on Monday the 9<sup>th</sup> of December at 11:59 PM (MST).

#### **Zoom**

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Zoom sessions in a professional manner. Students should minimize distractions by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimize other Internet web pages while class is in session. In addition, students should only use the chat feature for class related posts. Students are strongly encouraged to use the microphone feature to ask questions and engage in dialogue with the instructor and their classmates. Please remember to mute the microphone when you are not speaking.

#### **Writing Assignments**

I believe very strongly in the importance of professionals being able to write well. In my opinion it is a professional skill that is necessary. The following are specific instructions for turning in writing assignments.

1. All writing assignments must have a title page, which includes the title of the paper, your name, and the course name and number. If there is not a title page for your writing assignment you will lose points.
2. All papers will be submitted electronically in Canvas and scanned using the TurnItIn on-line review system prior to grading.
3. APA Format – You should have an APA Publication manual. You will be responsible to ensure that all of your papers are in APA format.

In this course **grammar, style, and format will count** on papers!

## Policies

### STUDENTS WITH DISABILITIES

In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggart Student Center, room 104, phone number 435-797-2444.

### USU INCOMPLETE POLICY

#### Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

### SPECIAL EDUCATION DEPARTMENT POLICIES GRADING GUIDELINES

Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

### GRADE POINT REQUIREMENTS

Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

### ACADEMIC HONESTY

You are expected to do your own work in this course. All University policies regarding academic honesty as defined in the *Code of Policies and Procedures for Students at Utah State University* will be enforced. To view the entire *Code of Policies and Procedures for Students at Utah State University*, visit the following website:

<http://www.usu.edu/studentservices/studentcode/>

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. Students guilty of plagiarism or cheating will receive a failing grade on the appropriate assignment, may receive a failing grade in the course, and may be subject to suspension or expulsion from the University.

#### SEXUAL HARASSMENT

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." Contact [Title IX office](#) if you have any concerns about, witnessed, or have experienced sexual misconduct. Learn about reporting options or get help with academic accommodations or changes in housing or work schedules. Information is only shared with a limited number of employees in order to get you help. Contacting Title IX does not automatically start an investigation.

Phone: 435-797-1266 (M-F, 8-5)

Location: Old Main, Rm 161 (<https://aaeo.usu.edu>).

#### GRIEVANCE PROCESS (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (<https://studentconduct.usu.edu/studentcode/article7>).

#### Disclaimer

Over the course of the semester, adjustments to the syllabus may be required. In the event this happens, students will be notified of the change, how it potentially impacts them, and an updated version of this syllabus will be provided.