

REH 6240 Ethical Decision Making in Counseling

Fall 2025

3 Credits

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Office Hours: Arranged – happy to find a time to meet that aligns with your schedule.

Course Date and Time/Delivery Method: Mondays, 4:30 to 6:00 PM (Mountain Time)

Course Description: 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.

Required Text

- Cottone, R.R., Tarvydas, V.M., & Hartley, M. T. (2022). *Counseling ethics and decision making in counseling and psychotherapy* (5th 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
- Commission for Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics: <https://crccertification.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* (7th Ed.). Author.

Course Objectives & Outcomes:

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

- Outcome 1A: Students will recognize the tenets of the CRCC, NBCC, AMHCA, and ACA Codes of Professional Ethics and the CRCC Scope of Practice.
- Outcome 1B: Students will integrate the ethical principles and values outlined in the various codes of professional ethics relevant to counseling in to their personal philosophy of counseling and subsequent practice.

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 apply ethical decision-making models to ethical dilemmas.
- Outcome 2B: Students will understand the legal and professional ramifications of ethical professional behavior.

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

- Outcome 3A: Students will identify key ethical issues, and learn to 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.

CACREP 2024 Standards Associated with 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;
- 3.G.6. Ethical and legal considerations for selecting, administering, and interpreting assessments.

This course also aligns with the [knowledge domains](#) on the Certified Rehabilitation Counselor exam.

Required Technology

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

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.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.

Learning Activities and Grading Scale

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 in CANVAS.

1. **Personal Introduction** (20 pts) & Peer Responses (15 pts)
 - a. This is a three-part assignment. Guidelines can be found in CANVAS. This is a way for you to introduce yourself to your classmates – to help us get to know you better, and also a way for you to assess your own professional dispositions as you start into the rehabilitation counseling program here at Utah State. The guidelines in CANVAS are suggestions, and you can expand on these as you see fit.
 - b. The **first part** of the assignment is a general self-introduction that will be read by your peers (10 points).
 - c. The **second part** of the assignment is a self-reflection on your current professional dispositions and counseling skills. This is meant to be a reflective assignment, and you'll complete the same scale again in REH 6140 Practicum in Counseling and in your final semester in the program as part of REH 6175

Counseling Internship II (10 points). Wait until after our first class to rate yourself. We will talk about professional dispositions the first night of class.

- d. For the **third 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 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. You will be provided a case study and will need to analyze the case study for ethical dilemmas, concerns, and potential violations. 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, and the second will be at the end of the course. Instructions and due dates 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 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.
5. **Self-Care Plan** (50 pts) -
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.

Extra Credit:

- Professional Inquiry (3 at 5 pts each; 15 points): An outline for these assignments is available in CANVAS along with their respective due dates.

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.

Assignment	Frequency	Points	Total Points
Personal Introduction	Part A – Self Intro.	10	35
	Part B – Self-Eval	10	
	Part C – Peer Response	15	
Case Studies	Four	10 pts each	40
Reflection Writings	First of Semester	10 pts	30

	End of Semester	20 pts	
Ethical Dilemma & Response	Part A	20	40
	Part B	20	
Self-Care Plan		50	50
Final Project		50	50
Total Points: 245			

Grading Scale

Percentage	Minimum Pts.	Maximum Pts.	Grade
~94%	230	245	A
~90%	220	229	A-
~84%	205	219	B+
~80%	196	204	B
~74%	178	195	C+
~70%	171	177	C
~60%	147	170	D
Anything below 147			F

Specific Assignment Instructions

Please be sure to note that additional information is available in CANVAS for the respective assignments.

Due Dates: Assignments are due by 11:59 PM (MST) on the due date posted in CANVAS. Assignments typically open two week(s) in advance of the due date and you are always welcome to turn assignments in early.

Late Assignment Policy: Late work is not accepted.

AI Policy: In this course, students are permitted to use AI tools only for Part A of the Ethical Dilemma and Response assignment. These guidelines are detailed in the assignment instructions and describe which tools students may use and for what purposes; we will also review and demonstrate the use of AI for this assignment in class. For all other assignments and tasks, students are expected to do their own work without the assistance of AI to generate or modify content or responses. Students will be responsible for the content and quality of their assignment submissions, which are expected to meet the assignment criteria and demonstrate students' own ideas, interpretation, and effort. In cases where AI use is not expressly allowed, submissions may be reviewed using AI detection tools, such as Copyleaks. If there is strong suspicion or evidence of unauthorized AI use in a submission, it may be reported as an academic integrity violation in accordance with [Article 6 of the USU Student Code](#), which outlines due process for instructors and students, including options for appeal. Possible sanctions may include a reduced grade and/or requirement to resubmit the assignment.

Utah State University Policies

Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources and the accompanying Terms of use for USU IT resources, as well as Article V-3.B.25.c of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code](#) Article V Section V-3 for more information.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#). You can also refer to the following for additional information.

- 1) [USU MRC Program Evaluation and Student Assessment Plan](#)
- 2) [USU Student Retention and Remediation Plan](#) (pages 47 – 53 of USU MRC Student Handbook)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented [reporting policies and practices](#) that require designated employees to report any

information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I (as the instructor of the course) am designated as a "[reporting employee](#)." This means that if you share information with me about incidents of [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the [USU Title IX Coordinator](#). I will also share with you information about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the [mental health and wellness resources](#) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students Who are Pregnant or Have a Pregnancy-Related Condition

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

Office of Equity: Distance Education, Room 400, Logan Campus, 435-797-1266, [Office of Equity: Pregnancy and Pregnancy Related Conditions](#).

Inclusive Excellence

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the [Inclusive Excellence Office](#).

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the [Academic Grievances section of the Course Catalog](#).

Emergency Procedures

In the case of a drill or real emergency, classes will be notified about cancellation or other potential impacts through official university communication. Those channels will likely be either an Aggie Alert notification; or notification by a USU MRC program faculty/staff, or official USU representative through an @usu.edu email. In the event of a disaster that does not permit enough time for notifications, please prioritize your own health and safety first. Review the [USU Emergency Management](#) for more information.

Food Security

For those students in the Cache Valley Area, the USU Student Nutrition Access Center (SNAC) offers free food assistance to all students. Students are welcome to visit the pantry once per calendar week. There are no questions or qualifications required to access this service; you simply need to present your student ID card or A#. The pantry is committed to supporting student well-being by ensuring access to nutritious food options. For more information, including pantry hours and location, please visit [SNAC Food Pantry](#). Accessing the SNAC Food Pantry is a smart way to manage your food needs and stay focused on your academic success.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the [“SafeUT App”](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

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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.

Course Schedule

Date	Topic & Corresponding CACREP Standards/Course Objectives	Reading(s)	Assignments (Check CANVAS for Specific Due Dates)
Week #1 Date Aug. 25 th	Setting the Stage: Course Overview, a few expectations, what is ethics? CACREP (2024) 3.A.11	Wolf et al. (2014): Refresh Your Mind, Rejuvenate Your Body, Renew Your Spirit: A Pilot Wellness Program for Counselor Education	
Week #2 Date Sept. 1 st	<u>No Class: Labor Day</u>	<u>No Class: Labor Day</u>	Personal Introduction Part 1
Week #3 Date: Sept. 8 th	Introduction to Professional Ethics, Mandatory and Aspirational Ethics, Ethics and Law, and Standards in Counseling CACREP (2024) 3.A.10	- TEXTBOOK, CHPT. 1 & 2 <u>Posted Article</u>: <i>Examining the Personal-Professional Distinction: Ethics Codes and the Difficulty of Drawing a Boundary</i> by Pipes, Holstein, & Aguirre (2005) - CRCC Scope of Practice (posted in Canvas), - CRCC (2023) 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)	Reflection Writing #1
Week #4 Date: Sept. 15 th	Developing a Personal Ethic, Ethical Principles, Personal and Professional Values CACREP (2024) 3.A.11	- TEXTBOOK, CHPT. 3 & 5 <u>Posted Article</u>: <i>Virtues, Values, and the Good Life</i> by Joseph A. Stewart-Sticking - ACA (2014) Code of Ethics (the preamble) - AMHCA (2020) Code of Ethics (the preamble) - CRCC (2023) Code of Ethics (the preamble)	Professional Inquiry #1
Week #5 Date: Sept. 22 nd	Metacognition and Ethical Decision-Making Processes CACREP (2024) 3.A.11	- TEXTBOOK, CHPT. 4 <u>Posted Article</u>: <i>Ethical Decision-Making Models: A Review of the Literature</i>, by Cottone & Claus - CRCC (2023) Code Section M and https://crccertification.com/code-of-ethics-4/decision-making-models/ - ACA (2014) Code of Ethics Section I	Case Study #1 Response to Peer Introduction (Intro Part #2)

		AMHCA (2020) Code of Ethics Section VI	
Week #6 Date: Sept. 29 th	The Counseling Relationship, Philosophy of Power, Respect for Individual Differences CACREP (2024) 3.A.10	- TEXTBOOK, CHPT. 6 - CRCC (2023) Code Section A - ACA (2014) Code of Ethics Section A - AMHCA (2020) Code of Ethics Section I.A. <u>Posted Article</u>: <i>The generalizability of the psychoanalytic concept of the working alliance, by Bordin</i> <u>Posted Article</u>: <i>The relationship between working alliance and rehabilitation outcomes</i> by Lustig, Strauser, Rice, & Rucker	Case Study #2 Self-Care Plan
Week #7 Date: Oct. 6 th	Ethics in the Rehabilitation Counseling Setting CACREP (2024) 3.A.10	- TEXTBOOK, CHPT. 10 <u>Posted Articles</u>: Beveridge et al (2015) and Hill et al (2023) are posted in CANVAS. - CRCC (2023) Code Section E and Section G - ACA (2014) Code of Ethics Section C - AMHCA (2020) Code of Ethics Section I.C. - Optional Articles Posted in Canvas	Professional Inquiry #2
Week #8 Date: Oct. 13 th	Ethics in the Mental Health and Addiction Counseling Settings CACREP (2024) 3.A.10	- TEXTBOOK, CHPT. 7 & 11 - AMCCHA (2020) Code of Ethics (Generally)	Case Study #3
Week #9 Date: Oct. 20 th	Ethical Climate – Relationships with colleagues, employers, and employees CACREP (2024) 3.A.10	- TEXTBOOK, CHPT. 14 <i>Ethics and the counselor-agency relationship</i> by Geist et al. (posted in CANVAS) - CRCC (2023) Code Section F - ACA (2014) Code of Ethics Section D - AMHCA (2020) Code of Ethics Sections II & III	Professional Inquiry #3
Week #10 Date: Oct. 27 th	<u>No Class</u>	<u>No Class</u>	<u>No Class</u>
Week #11 Date: Nov. 3 rd	Office and Administrative Practices CACREP (2024) 3.A.10	- TEXTBOOK, CHPT. 15 - CRCC (2023) Code Section L - ACA (2014) Code of Ethics, Section A.10 through A.12 - AMHCA (2020) Code of Ethics, Section I.E. & Section II	Case Study #4

Week #12 Date: Nov. 10 th	Teaching, Supervision, and Training, Evaluation, Assessment, and Interpretation CACREP (2024) 3.G.6	- TEXTBOOK, CHPT. 16 <u>Posted Article</u>: <i>Exploring Rehabilitation Counseling Supervisor's Role in Promoting Counselor Development of Ethical Fluency</i> by Landon & Schultz (posted in CANVAS) <u>Posted Article</u>: Schultz (2011): <i>Construction and Validation of a Supervisor Principle Ethics Scale</i> (posted in CANVAS) - CRCC (2023) Code – Sections H & I - ACA (2014) Code of Ethics – Sections E & F - AMHCA (2020) Code of Ethics – Sections D & III.B. through IV.C	Ethical Dilemma & Response, Part I
Week #13 Date: Nov. 17 th	Distance Counseling, Technology, Social Media CACREP (2024) 3.E.6	- TEXTBOOK, CHPT. 17 <u>Posted Article</u>: <i>The Online Disinhibition Effect</i> by Suler <u>Posted Article</u>: <i>Ethics and the Use of Technology in Rehabilitation Counseling</i> by Barros-Bailey - CRCC (2023) Code Section K - ACA (2014) Code of Ethics Section H - AMHCA (2020) Code of Ethics, Section I.B.6 - AI Best Practices (Utah Dept. of Occ. & Professional Licensing)	Ethical Dilemma & Response, Part 2
Week #14 Date: Nov. 24 th	<u>No Class – Thanksgiving</u>	<u>No Class – Thanksgiving</u>	<u>No Class – Thanksgiving</u>
Week #15 Date: Dec. 1 st	Duty to Warn & Suicide Intervention & Final Examination Review Session - CACREP (2024) 3.A.10 - CACREP (2024) 3.A.11	- TEXTBOOK, CHPT. 6 - TEXTBOOK, CHPT. 18 - Lund et al (2017): <i>Experience, Knowledge, and Perceived Comfort and Clinical Competency in Working with Suicidal Clients Among Vocational Rehabilitation Counselors</i> - Ahmedani et al (2017): <i>Major Physical Health Conditions and Risk of Suicide</i> - CRCC (2023) – 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)	Reflection Paper #2
Week #16 Date: Dec. 8 th	Finals Week		Final Project