**Advanced Ethics**

EPCE 6337

3 Credit Hours

**Fall 2019**

**Instructor:** Bret Hendricks, EdD

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**Office Hours: By appointment**

**Meeting Place:** TBA

1. **Course Goals**:

* By the end of the course, students will have and display knowledge about ethical and legal considerations in counselor education and supervision (e.g. *ACA Code of Ethics,* and other relevant codes of ethics and standards and practices)
* By the end of the course, students will understand legal, ethical, and multicultural issues associated with clinical supervision
* By the end of the course, students will understand ethical, legal, and multicultural issues associated with counseling preparation training.
* By the end of the course, students will be able to identify current multicultural issues as the related to social change theories.

1. **CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at:

<http://www.cacrep.org/for-programs/2016-cacrep-standards/>

Specific standards taught in this course are taken from the CACREP 2016 Standards found in Section 6: Doctoral Standards Counselor Education and Supervision. The CACREP standards specifically covered in this course are: are

CACREP Section 6: Doctoral Standards Counselor Education and Supervision

6.A.1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree.

6.A.3. Doctoral program admission criteria include (a) academic aptitude for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self-awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy.

6.A.4. During the doctoral program admissions process, students’ curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.

6.A.6. Doctoral programs require two core counselor education program faculty in addition to the minimum three core counselor education program faculty members required for entry-level programs.

6.A.7. Students in doctoral-level programs establish an approved doctoral committee and work with the committee to develop and complete a program of study.

1. Doctoral Professional Identity

1. Counseling

f. ethical and culturally relevant counseling in multiple settings

2. j. legal and ethical issues and responsibilities in clinical supervision

3. h. ethical and culturally relevant strategies used in counselor preparation

5. l. ethical and culturally relevant leadership and advocacy practices

**Course Purpose**

This course is designed to help students gain insight and understanding of advanced ethical decision-making for professional counselors, counselor educators and counseling supervisors. Ethical practice as related to future counseling practice, the world of work, theories of ethical practice and decision-making and risk management are included in this course. Legal and ethical issues are presented for diverse settings of counseling.

**Course Description**

An investigation of legal and ethical issues in the counseling profession.

* 1. **Prerequisites**

Admission to the counselor education PhD Program

* 1. **Methods of Instruction**

This course utilizes didactic teaching, group discussions, class individual and group assignments, interactive and experiential assignments, role-plays, and student generated research presentations. Students are evaluated through examinations, written papers, attendance, and participation in the all assignments.

**Course Objectives/Learning Outcomes and Assessments**

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| --- | --- |
| **Course Objectives/Learning Outcomes** | **Assessments** |
| Have and display knowledge about ethical and legal considerations in counselor education and supervision (e.g. *ACA Code of Ethics,* and other relevant codes of ethics and standards and practices and able to practice counseling in ethical and culturally relevant ways (see CACREP Doctoral Standards, Section 6. B. 1. f.) | Students will demonstrate understanding through exams, case study analysis, class discussions, and class assignments |
| Understands legal, ethical, and multicultural issues associated with clinical supervision (CACREP Doctoral Standards, Section 6, B.2.j.)  Understands ethical and culturally relevant leadership and advocacy practices (CACREP Doctoral Standards, Section 6, B.5.l.) | Students demonstration skill through role plays, case studies, class discussions, and class assignments  Students will participate in campus and community activities designed to enhance their self-awareness and knowledge related to how culture impacts their ethical decision-making. This will be demonstrated through small group discussion presentations and journal writing and class presentations. |
| Understands ethical and culturally relevant strategies used in counselor preparation.  CACREP Doctoral Standards, Section 6, B.3.h.) | Discussion of case studies and journal articles related to professional gate-keeping and ethical responsibility |
|  | Also related to CACREP Doctoral Standards, Section 6. B. 3. H., students complete a presentation using current technology (i.e. PowerPoint and media). The presentation will present ways to deal with ethical dilemmas related to professional identity and gate-keeping |

**Course Requirements/Methods of Evaluation Employed**

**Assignments, Evaluations Procedure, and Grading Policy**

During the semester the student is expected to attend class and participate in class discussions. This **class participation will account for 20% of the final grade in the class.** Class participation will consist of being in class on time and participating in classroom and group discussions.

**You should close all computers during lectures and classroom discussions. You should not text during lectures and classroom discussions. If you need to take notes, please do so with pen/paper.**

**Use computers only when referencing class readings.**

**Bring a hard copy of the ACA Code of Ethics (2014) to class with you.**

Absences should be discussed with instructor prior to class if at all possible. If this is not possible, the student should contact the instructor as soon as possible after the absence to obtain pertinent material(s).

Class participation will be measured by your on-time attendance, verbal participation in discussions in which you demonstrate that you have read and understood the journal articles that have been assigned throughout the class.

**CASE STUDY PRESENTATION**

During the class there will be **two written assignments/presentations.** The first of these assignments, **due October 25 (to be presented in class October 25 and 26)**. **The case assignment will account for 20% of the total class grade.** The case presentations will focus on ethical dilemmas in clinical and educational settings. Further, the cases will be focused upon how YOU as a Counselor Education faculty supervisor would work with a supervisee in this situation

1. Overview of case
2. Case conceptualization and theory
3. Application of codes of ethics endorsed by the American Counseling Association and the Association of Counselor Education and Supervision. In addition, use relevant codes of other ACA divisions and the Texas LPC Code.
4. Completed treatment plan based upon the fictional case study

All case presentations will be completed by small groups and each group will present in class.

Each student or group will sign up to do a case presentation during one of the classes this semester.

**READINGS and CLASS ACTIVITES PAPERS:**

Students will read, summarize, and react to journal articles and class activities as assigned. **These assignments will account for 40%** of each student’s overall grade.

The following grading scale will be used for the class:

* 1. A
  2. B
  3. C

60-69 D

below 60 F

***NOTE: READINGS and CLASS ACTIVITIES PAPERS MUST BE TURNED IN ON TIME. 10 POINTS WILL BE DEDUCTED FOR EACH DAY THE PAPER IS LATE.***

**PERSONAL REACTION WITH GOAL STATEMENT**

At the conclusion of the semester, **due Monday, November 25 by 5p,** each student will turn in a **personal reaction and goal paper regarding her/his reflections of their learning during this class and an assessment of future learning goals** regarding counseling ethics. **This assignment will account for 20% of the total grade. The paper must be APA style and should include references pertinent to the topics discussed in the paper. All papers are due November 25 and 10 points will be deducted for each day the paper is late.**

**INCOMPLETE GRADES and GRADES LOWER THAN B:**

All incomplete grades must be made up by the student with Dr. Hendricks, and if a student’s course work is not completed by the end of the semester due to medical or other reasons, there must be a defined plan between the student and Dr. Hendricks by December 1, 2019 for all work that is to be made up. Because of the importance of counselor ethics, all students are required to complete EPCE 6337 with a grade of A or B. If any student has a grade of “Incomplete” or lower than B in EPCE 6337, this will result in the student not being able to further progress in their degree until the student meets with EPCE faculty to determine a remediation plan. The remediation plan will be developed with the EPCE faculty and may include taking MEd level courses and/or repeating EPCE 6337. All remediation plans related to EPCE 6337 MUST be completed PRIOR to beginning PhD Practicum and Internship.

Please note that success in the Counselor Education Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered to be just cause for immediate dismissal from the Counselor Education Program:

1. Dishonesty
2. Unauthorized disclosure of confidential information
3. Negligence of misconduct
4. Mistreatment of fellow students, clients, research participants, or faculty
5. Violations of the rules, regulations, and principles of the Code of Ethics and Standards of Practice of the American Counseling Association and the Texas Tech Code of Student Affairs
6. Receipt of a failing grade in Practicum or Internship
7. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations, or dissertations
8. Willful conduct that may cause injury to self or others
9. Sexual harassment and/or violence in the workplace as defined by Texas Tech University

**Content Outline and Class Schedule**

**CLASS August 22 and 23, 2019**

Course Overview

Ego Development and Ethical Decision-Making

Wellness and Ethics

Ethics and Wellness for Counselors (power point)

NOTE: All reaction papers require that you read the article, briefly summarize the article, and provide personal reactions to the paper. Papers should be less than 5 pages total (double spaced)

**Reaction papers due September 6, 2019:**

Bradley, L. J., & Hendricks, C. (2008). Ethical Decision Making: Basic Issues.

*Family Journal*, *16*(3), 261-263.

Hendricks, B., Bradley, L., Brogan, W., & Brogan, C. (2009). Shelly: A case study

focusing on ethics and counselor wellness. *The Family Journal, 17,* 267 – 271.

**Reaction Papers Due by September 16, 2019:**

Brown-Rice, K. and Furr, S. (2015), Gatekeeping Ourselves: Counselor Educators' Knowledge of Colleagues' Problematic Behaviors. Counselor Ed & Supervision, 54: 176–188.

**CLASS September 20 and 21, 2019**

Legal, Ethical, and Multicultural Issues in Supervision and Counselor Preparation

**Reaction Paper due September 20, 2019:**

Levitt, D. H., Farry, T. J. and Mazzarella, J. R. (2015), Counselor ethical reasoning: decision-making practice versus theory. *Counseling and Values, 60:* 84–99.

**Reaction Paper due September 30, 2019:**

Prosek, E. A. and Hurt, K. M. (2014), Measuring professional identity development among counselor trainees. Counselor Ed & Supervision, 53: 284–293.

**CLASS October 25-26**

Personal Values vs. Professional Standards

Diversity and Advocacy

**Discussion of Articles Below:**

**Reading PRIOR to class October 12-13 (we will have discussion groups in class who will lead discussions on the following readings):**

Ametrano, I. M. (2014), Teaching Ethical Decision Making: Helping Students Reconcile Personal and Professional Values. Journal of Counseling & Development, 92: 154–161.

Bjornestad, A., Johnson, V., Hittner, J. and Paulson, K. (2014), Preparing Site Supervisors of Counselor Education Students. Counselor Ed & Supervision, 53: 242–253.

Dugger, S. M. and Francis, P. C. (2014), Surviving a Lawsuit Against a Counseling Program: Lessons Learned From *Ward v. Wilbanks*. Journal of Counseling & Development, 92: 135–141.

Kocet, M. M. and Herlihy, B. J. (2014), Addressing Value-Based Conflicts Within the Counseling Relationship: A Decision-Making Model. Journal of Counseling & Development, 92: 180–186.

Kaplan, D. M. (2014), Ethical Implications of a Critical Legal Case for the Counseling Profession: *Ward v. Wilbanks*. Journal of Counseling & Development, 92: 142–146.

**Reaction Paper due October 28:**

Bradley, L., & Hendricks, B. (2009). E-mail and ethical issues. *The Family Journal: Counseling and Therapy for Couples and Families, 17,* 267-271.

\*\*\*\*\*\*\*Instead of the Paper due October 28, you may also participate in an activity that is agreed upon between you and the instructor. You must write a summary of the activity (where and when the activity occurred and what the activity consisted of.) You must also write a personal reaction to the activity and present your paper in class. The paper will be completed individually; however, you may do the activity as a group, if Dr. Hendricks agrees to this. All activities must be pre-approved by Dr. Hendricks.

**TEXAS COUNSELING ASSOCIATION CONFERENCE:**

**Meet Wednesday, November 13 place TBD 6p-7p (dinner at event)**

**Meet Thursday, November 14, 8a-9a place TBD and 5-7p place TBD**

**Meet Friday, November 15, 8a-9a, place TBD and 5-7p place TBD**

**\*\*You can only attend programs that are led by PhD degreed persons and the programs MUST be approved prior to the conference.**

If you are not attending the TCA Conference I will make alternate arrangements for you to attend class in Lubbock November 8, 4-10p and November 9, 9a-5:30p. Please let me know prior to November 8 if you are planning to attend these classes.

**Due by November 30: Personal Reaction Paper with Goal Statements**

**Required Text: Journal Articles as Assigned**

**Scholastic Dishonesty**

Students are expected to exhibit ethical conduct at all times. Plagiarism and/or copying from another’s work are considered cheating and students will receive no credit for assignments if this conduct is displayed.

**X**. **Handicapping conditions/Religious Observances**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours.  Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.  For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence.

**XI. Course Resources and Bibliography**

**References**

Alemi, F., Haack, M., Nemes, S., Aughburns, R., Sinkule, J., & Neuhauser, D. (2007). Therapeutic e-mails. *Substance Abuse Treatment, Prevention and Policy, 2,* 7-18.

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

American Mental Health Counseling Association. (2010). *AMHCA Code of Ethics*. Alexandria, VA: Author.

Ametrano, I. M. (2014), Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling & Development, 92:*154–161.

Barrio Minton, C. A., Wachter Morris, C. A. and Yaites, L. D. (2014), Pedagogy in Counselor Education: A 10-Year Content Analysis of Journals. Counselor Ed & Supervision, 53: 162–177

Bjornestad, A., Johnson, V., Hittner, J. and Paulson, K. (2014). Preparing site supervisors of Counselor Education Students. *Counselor Ed & Supervision, 53:* 242–253

Bradley, L., & Hendricks, B. (2009). E-mail and ethical issues. *The Family Journal: Counseling and Therapy for Couples and Families, 17,* 267-271.

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Brooks, R., & Menacheme, N. (2006). Physicians’ use of e-mail with patients: Factors influencing electronic communication and adherence to best practices. *Journal of Medical Internet Research, 8,* 2-6.

Brown-Rice, K. and Furr, S. (2015). Gatekeeping ourselves: Counselor Educators' knowledge of colleagues' problematic behaviors. *Counselor Ed & Supervision, 54:*176–188.

Caffery, L., & Smith, A. (2006). The relation between response time and revitalization of an e-mail based counseling system. *Journal of Telemedicine and Telecare, 12,* 19-22.

Caffery, L., Stewart, S., & Smith, A. (2007). An analysis of the security and privacy of e-mail messages used in e-mentoring. *Journal of Telemedicine and Telecare, 13,* 24-26.

Dugger, S. M. and Francis, P. C. (2014), Surviving a lawsuit against a counseling program: Lessons learned from *Ward v. Wilbanks*. *Journal of Counseling & Development, 9*2: 135–141.

Edwards, M. (2008). Patient records. *Practice Nurse, 36,* 16-18.

Finn, J. (2006). An exploratory study of e-mail use of direct service by social workers. *Journal of Technology in Human Sciences, 24,* 1-20.

Fisher, C., & Fried, A. (2008). Internet – mediated psychological services and the American Psychological Association Ethics Code. In D. Bersoff (Ed.), *Ethical conflicts in psychology* (4th ed., pp. 376-383). Washington, DC: American Psychological Association.

Haberstroh, S., Duffey, T., Evans, M., Gee, R., & Trepal, H. (2007). The experience of online counseling. *Journal of Mental Health Counseling, 29,* 269-282.

Hendricks, C.B., Bradley, L.J., & Robertson, D.L. (2015). Implementing multicultural

ethics: Issues for family counselors. *The Family Journal*, 23, 190-193.

Hendricks, B., Bradley, L. J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors.

Hendricks, B., Bradley, L., Brogan, W., & Brogan, C. (2009). Shelly: A case study focusing on ethics and counselor wellness. *The Family Journal, 17,* 267 - 271*.*

Hricik, D., & Scott, C. E. (2007). Avoiding conflicts from client e-mails. *Journal of Internet Law, 11,* 1-17.

Kaplan, D. M. (2014), Ethical implications of a critical legal case for the counseling profession: *Ward v. Wilbanks*. *Journal of Counseling & Development, 92:* 142–146.

Kivits, J. (2006). Informed patients and the internet: A mediated context for consultation with health professionals. *Journal of Health Psychology, 11,* 269-282.

Kocet, M. M. and Herlihy, B. J. (2014), Addressing value-based conflicts within the counseling relationship: A decision-making Model. *Journal of Counseling & Development, 92:* 180–186.

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Loevinger, J., & Wessler, R. (1970) Measuring ego development. San Francisco: Jossey-Bass

Parks, A. (2008). 21% of U.S. heads of households don’t use e-mail, internet. Retrieved from [http://www.marketingcharts.com/direct/21-of-US-heads-of-household-don’t-use-e-mail-internet-4686/](http://www.marketingcharts.com/direct/21-of-US-heads-of-household-don't-use-email-internet-4686/)

Prosek, E. A. and Hurt, K. M. (2014), Measuring professional identity development among counselor trainees. Counselor Ed & Supervision, 53: 284–293.

Shaw, H. E., & Shaw, S. F. (2006). Critical ethical issues in online counseling: Assessing current practices with an ethical intent checklist. *Journal of Counseling and Development, 84,* 41-53.

The Radicati Group. (2009). The radicati group releases e-mail statistics report, 2009-2013. [Press release]. Retrieved from <http://www.radicati.com/?p=3237>

Walther, D. (2007). Confounded computers. *American Journal of Family Law, 19,* 227-228.

Zambroski, R. (2006, May/June). Think before you send. *Communication World,* 38-40.

**Presentation Rating Scale**

**EPCE 6350 (Ethics)**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| **Level of Performance** | **5 Exemplary** | **4 Accomplished** | **3 Proficient** | **2 Developing** | **1 Beginning** |
| **INTEGRATION OF KNOWLEDGE** | The presenter understands and has applied concepts learned in the course and from the counseling literature. Research constructs are integrated into the presentation | The presentation demonstrates that the author, for the most part, understands and has applied concepts learned in the course and from the counseling literature | The presentation demonstrates that the author understands the counseling research related to the topic; however, the research is not cited and/or APA style is not followed | The presentation does not demonstrate presenter has consulted pertinent counseling literature and presents only material presented during class discussions | No evidence of integration of knowledge |
| **RELEVANCE** | The presentation is relevant, containing information about research, techniques and ethics | The presentation is relevant and contains information about two of the following: research, techniques, ethics | The presenter presents information about one of the following: research, techniques, ethics | The presentation does not have a clear focus. However, the presenter does present information that has been discussed in class | The presentation does not have a clear focus |
| **DEPTH OF PRESENTATION DISCUSSION** | Discussion is in-depth and contains information about research topic, relevance of topic to professional counseling, application(s) and techniques, and ethics | Discussion contains information about three of the following: counseling research literature, relevance to professional counseling, application and techniques, ethics  . | Discussion contains information about two of the following: counseling research literature, relevance to professional counseling, application and techniques, ethics | Discussion contains information about one of the following: counseling research literature, relevance to professional counseling, application and techniques, ethics | The presenter does not present any of the following: counseling research literature, relevance to professional counseling application and techniques, ethics |
| **HANDOUTS: SPELLING & GRAMMAR** | No spelling &/or grammar mistakes. | Minimal spelling &/or grammar mistakes. | Noticeable spelling & grammar mistakes. | Unacceptable number of spelling and/or grammar mistakes. | Presenter does not have a handout |
| **SOURCES** | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative. | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible. | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. | Presenter has no cited sources |
| **CITATIONS** | Cites all data obtained from other sources and counseling literature (ACA sponsored journals such as *Journal of Counseling and Development* and ACA division journals) APA citation style is used in both text and bibliography. | Cites most data obtained from counseling journals only and does not integrate and synthesize information from other mental health disciplines. APA citation style is used in both text and bibliography. | Cites some data obtained from counseling journal sources only and does not present a context of research from other mental health disciplines. Citation style is either inconsistent or incorrect. | Cites only non-counseling related research. | Does not cite research |
| **Total Score by Column** |  |  |  |  |  |
| **Mean Score from all Columns** |  |  |  |  |  |

Summary:

Adapted from: Whalen, S.“Rubric from Contemporary Health Issues Research

Presentation”http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601\_r2.shtml

As presented at Cornell College Website

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Class Schedule:

\*\*See weekly notes above the due dates for reading journal articles and due dates of papers:

August 22         4-7p

August 23         5-8:30p

(August 24- orientation 10a-3p)

September 20    4-7p

September 21    9a-1p

October 25        4-7p

October 26        9a-1p

See notes in the syllabus for the schedule of class meetings at the Texas Counseling Association Conference. You will be involved in meetings at TCA from Wednesday, November 13, 6-7p; November 14, 8a-5p with one hour for lunch; and November 15, 8a-5p, with one hour for lunch. **You can only attend programs that are led by PhD degreed persons and the programs MUST be approved prior to the conference.**