



Department of Educational Psychology

Course Syllabus

Course:	EDPS 7220 – Ethics and Standards in Psychology
Semester:	Fall 2023
Course Format & Credit Hours:	Lecture, 3 credit hours.
Prerequisites:	Admission to the Counseling/Clinical Psychology Program
Instructor:	Jeremy Coleman, Ph.D.
Instructor Contact Information:	Phone: (801)587-1722 Email: J.J.Coleman@utah.edu
Schedule:	Tuesdays 4:30-7:00 p.m.
Location:	BEH S 108
Student Hours:	By Appointment

Course Objectives: The objectives of this course are in alignment with APA ethical standards.

1. Develop an awareness of professional, ethical, moral, and legal issues in psychology.
2. Learn the ethical codes, laws, and guidelines applicable to the practice of psychology.
3. Develop the ability to apply ethical decision-making models and processes.
4. Identify personal values and biases that may impact one’s counseling.
5. Assess one’s limits of competency, potential ethical dilemmas, and available resources.
6. Gain the ability to explore and resolve ethical dilemmas.

Expected Learning Outcomes: Upon successful completion of this course students will have:

1. developed an awareness of professional, ethical, moral, and legal issues in counseling;
2. learned ethical codes, laws, and guidelines applicable to the practice of counseling;
3. developed the ability to apply ethical decision-making models and processes;
4. identified their personal values and biases;
5. assessed their limits of competency, potential ethical dilemmas, and available resources; 6. gained the ability to explore and resolve ethical dilemmas.

Required Texts: Fisher, C. B. (2022). *Decoding the ethics code: A practical guide for psychologists* (5th ed.). Thousand Oaks, CA: Sage Publishers.

Recommended: Welfel, E. R. (2016). *Ethics in counseling and psychotherapy* (6th ed.). Pacific Grove, CA: Brooks/Cole Cengage.

The e-textbook is made available through the bookshelf tab on canvas. This is a new feature for me, and if you do not want to use an e-book, you can rent a

paperback version through Amazon or Chegg or an alternate e-textbook version through VitalSource or Cengage for approximately \$30.

Required journal articles are available on Canvas under the weekly module folders.

General Expectations and Information:

You can expect this class to be demanding, but hopefully personally and intellectually fulfilling. There is reading to be done, possibly a lot of thinking, and projects to reinforce your understanding of the course material. I am here to help you learn. Make use of office hours, appointments, and email to communicate with me.

Grading:

Your grade is based on five components: 1) class participation, 2) ethics autobiography, 3) strengths and weaknesses paper, and 4) final exam. The requirements are outlined below:

ETHICS AUTOBIOGRAPHY: “This I Believe” and “This I Believe Because”.

In this paper (approximately 3 pages double-spaced), you will reflect on your worldviews, faith, personal values, or general belief statements. Here are some ideas to get you started: What important life experience has defined you? How has that impacted your beliefs? What are the sources of your beliefs? What family or cultural norms, life experiences, and/or personal values drive the source of your beliefs? How do your own personal values, background and traditions conflict or interact with professional ethics principles and rules in counseling? What is your idea of right and wrong personal behavior? Where does this conception stem from? What did you learn from your family of origin about what’s right and wrong? What is your idea of right and wrong professional behavior? Where does that conception stem from? What formative experiences account for how you live your life? What ethical dilemmas have you already encountered? What professional ethics in the field are most compatible with your own personal values? Which are least compatible? What are your top three values? Where do they come from? What are three personal needs that you think might conflict with the profession? What morals are most important to you? Where do they come from? How do those conflict or align with the ethics code and professional standards? How might the conflict or alignment influence your work with clients or students?

STRENGTHS AND WEAKNESSES EXERCISE. In this paper (approximately 2-3 pages, double-spaced) you will write down, with a sentence or two of an explanation, the three values, motivations, characteristics, principles, behaviors, or skills that you believe will be your greatest assets as an ethical counselor. Oftentimes, our greatest strengths can also be our greatest weaknesses. How, or under what circumstances, might these attributes become your greatest weaknesses?

EXAM. The exam will be take-home. It will provide you with an opportunity to reflect on what you have learned across the semester and will invite you to

integrate that knowledge in relation to responding thoughtfully to an ethical dilemma. Additional information will be provided in class.

CLASSROOM PARTICIPATION. The bottom line is that your participation in class is the lifeblood of the whole operation. It is essential that everyone participates in a manner that is engaging and thought provoking. In my mind, this first requires that you do your best to thoroughly read the assigned book chapters and articles before class and bring to class questions/comments for each reading. Your participation is essential and an important part of your grade. I will invite everyone to participate in a quality manner...and to think critically about the materials, not just agree with them. Dissenting perspectives are an essential part of deliberating ethically. Simply discussing the chapter or an article regarding what it says is not sufficient. I will work in collaboration with you to make the class a safe space where this type of participation can occur.

BRIEF ETHICAL SITUATION OF THE WEEK. I will begin most class sessions by asking you all who encountered a "Brief Ethical Situation of the Week". This could concern anything in the realm of ethics, from a small occurrence at the grocery store to something that happened in practicum or in a professional context. The idea is to consider and discuss the situation, identify potential ethical issues, and get some ideas and consultation from your classmates. We'll continue this as time allows. Students generally report finding the activity useful and engaging, and they find themselves thinking during the week about things they're doing, and not doing, and things that happen to them.

THE TOUGH QUESTIONS. Embedded in most every lecture, we will discuss some of the toughest questions clients may ask you that relate to whatever ethical topic we're covering that week. For example, how might you respond if your client asks, "Do you take notes? May I see them?" or "Have you ever been in therapy?" or "Have you ever had my problem?" or "Will you be my friend on Facebook?" or "I read your website. I didn't know that you are married/do hypnosis/have children/write books/moved to California/play drums. Is that true?" or "I stumbled on your YouTube video where you were singing karaoke, and you seemed pretty wasted. Do you always party like that?" These can be tricky questions to answer in ways that build, rather than tear apart, the therapeutic alliance. In class we will work to help you be intentional in your responses.

**Expectations for
Written Papers:**

Students are expected to show evidence that they have read the relevant materials in the course textbook and have consulted with relevant research articles and the APA Ethics Code. Students are expected to detail their own viewpoint on the ethical dilemma and must back up their positions with supporting evidence. These papers are designed to facilitate reflection and attention and involve more than simply summarizing information from various sources. Students are expected to take a clear position, explain why they chose that perspective, and back up that perspective with clear reasoning, depth, creativity, originality, and thoughtfulness. As students write their papers, they should consider writing them from the perspective of a future counselor regarding issues they have beliefs about, rather than as an abstract, impersonal paper about “others”. Students will NOT be graded on their viewpoints, but rather on their competence in writing in a clear, succinct, and comprehensive manner. Papers should demonstrate the student’s ability to apply the ethics code and ethical decision making to challenging ethical dilemmas and to judge the dilemma from an independent viewpoint that is well-organized and demonstrates insightfulness. When appropriate and relevant, students should consider using brief personal examples to support their points. Papers should be proofread in advance of turning them in and should demonstrate university-level writing abilities (e.g., well-developed paragraphs, organized flow, complete sentences). A central theme should be developed in the essays (an outline may help with this). Papers should adhere to APA style. This is an independent project. While you can certainly note that you would consult with your colleagues, I expect that you will work on your final exam on your own and challenge yourself to engage in your own critical reflection.

Grading Policy:

No make-up exams except by prior arrangement with instructor
Late assignment = no assignment
Note that I do NOT curve (278 points is an A-, not an A).

Grade Assignment:

A = 93 – 100% (279 – 300 points)
A - = 90 – 92% (270 – 278 points)
B+ = 88 – 89% (264 – 269 points)
B = 83 – 87% (249 – 263 points)
B- = 80 – 82% (240 – 248 points)
F = Below 80% (239 points or less)

**Computer Usage during
Class Lectures:**

Do not use your computer to do things other than take classroom notes (no computer games, website searches, e-mail/Facebook checking, Twittering, shopping, etc.). You’ll get so much more out of our class if you commit to following along and actively participating. ☺

Technology Competence: Students are expected to be able to use a computer, send and retrieve email, open attachments, access the internet, use Canvas, participate in online discussions, and conduct a library search online. Students are required to check their University of Utah email and Canvas email frequently.

Assignments:

8/24-12/7	Classroom Participation and Professionalism	150 points (10 points max/class)
9/21	Ethics Autobiography	25 points
11/9	Strengths and Weaknesses Exercise Due	25 points
12/14	Final Exam Due	100 points

Attendance Policy: Consistent with the University of Utah guidelines, students absent from regularly scheduled examinations because of authorized University activities will have the opportunity to take them at an alternate time. Make-up exams for absences due to any other reason will be at the discretion of the instructor.

Students are expected to attend class, to be on time, and to actively participate. Completing the reading assignments before class will enhance the class discussions, and the students' overall experience. Regular class participation is very important to this class since much of the course content will come from the interactive class sessions, lectures, group discussions, and activities.

Social Justice Statement: The University of Utah is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class. Please advise me and make appropriate arrangement with Disability Services (801-581-5020).

Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.
https://lgbt.utah.edu/campus/faculty_resources.php

Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Undocumented Student Support:

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.

Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188 trio.utah.edu

Room 2075 1901 E.

S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622 1925

De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center 801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603 95

Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897 childcare.utah.edu

408 Union Building 200 S.

Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu 162

Union Building 200 S.

Central Campus Dr. Salt

Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/ 235

Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center 801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047
linguistics.utah.edu/eas-program
2300 LNCO
255 S. Central Campus Dr.
Salt Lake City, UT 84112

English Language Institute
801-581-4600
continue.utah.edu/eli 540
Arapeen Dr.
Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center 801-
213-3697
dream.utah.edu 1120
Annex (Wing B) 1901
E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center
801-587-7973

lgbt.utah.edu 409 Union
Building 200 S. Central
Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center
801-587-7722
veteranscenter.utah.edu
418 Union Building 200 S.
Central Campus Dr. Salt
Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030
womenscenter.utah.edu
411 Union Building 200 S.
Central Campus Dr. Salt
Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600
inclusive-excellence.utah.edu
170 Annex (Wing D) 1901
E. S. Campus Dr.
Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

- getinvolved.utah.edu/
- studentsuccess.utah.edu/resources/student-support

Food Assistance and Emergency Funds

Please know in your heart that there is no shame in asking for support when you need it. There are tough times when we all have struggles (e.g., loss of job, paying tuition, medical emergencies). The basic demands of life sometimes make us have to choose between food or bills. We don't want any member of our Campus Community to have to choose between having some food on the table and keeping up with emergencies that come up. The Feed U Pantry provides non-perishable, nourishing food for students, their families, faculty, and staff. Since October 2014, the volunteer-powered Feed U Food Pantry has impacted over 1,000 University of Utah members and their families and can help you too. More information can be found here: <https://union.utah.edu/resources-spaces/feed-u-pantry/hours-aboutus/> The pantry is located on the basement level of the A. Ray Olpin Union

Building. In addition, College of Education students in need may be eligible for Emergency

Student Support Funds. If you are in need, please click here for more information: <https://education.utah.edu/about/emergency-fund.php>

Student Success and Empowerment Advocates The Student Success and Empowerment Initiative supports students in making the most of their University of Utah experience. As caring, knowledgeable professionals, Student Success Advocates engage and empower students in exploring and clarifying their interests and goals, overcoming personal and academic challenges, and connecting to campus resources and opportunities. They offer a holistic, individualized, mobile approach, meeting students right where they are. You can make a free appointment with a Success Advocate through this website: <https://studentsuccess.utah.edu/advocates/our-mission-faqs/>

Inclusivity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426SSB, 801581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Accommodations for Students with Disabilities:

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801)581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

COVID-19 Campus Guidelines

Students are required to self-report if they test positive for COVID-19. To report, please contact: COVID-19 Central @ The U: 801-213-2874; coronavirus.utah.edu.

To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.**

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus. **If you repeatedly fail to wear a face covering in class, you may be referred to the Dean of Students for a possible violation of the Student Code.**

Some courses may require attendance due to hands-on coursework. Please read the syllabus and attendance requirements for the course thoroughly.

Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class.

If you believe you meet these criteria, contact:

Center for Disability & Access
801-581-5020
disability.utah.edu
162 Union Building
200 S. Central Campus Dr. Salt
Lake City, UT 84112

University leadership urges all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

- ***Vaccination*** ○ ***Get a COVID-19 vaccination if you have not already done so.***
Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus.
 - ***If you are a U of U student, you can also schedule a vaccination by calling Student Health at 801-581-6431.*** In addition, see <https://alert.utah.edu/covid/vaccine/> for a list of vaccine clinics Monday, August 16 through Friday, August 20th.
 - ***Many in our campus community already have gotten vaccinated: These include more than 80% of U. employees and over 70% of U. students.***

- **Masking indoors** ○ While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, **CDC guidelines call for everyone to wear face masks indoors in high-transmission areas (which currently includes Salt Lake County), regardless of vaccination status.**
- **If unvaccinated, getting weekly asymptomatic coronavirus testing.**
 - **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
 - Asymptomatic testing centers are open and convenient, required for students in. University housing and free to students returning to campus.
 - Visit alert.utah.edu/covid/testing ○ **Remember: Students must self-report if they test positive for COVID-19** via this website: <https://coronavirus.utah.edu/>

Student Mental Health Resources

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including counseling, training and other support.
- Consider participating in a [Mental Health First Aid](#) or other [wellnessthemed](#) training provided by our Center for Student Wellness.

Office Hours:

I will hold virtual office hours as often as possible, and in-person office hours routinely by appointment. My aim is to be available to you as you need to talk.

Course Policies:

- ✚ Be on time. Class time should be spent learning and understanding the material. Please turn off all cell phones and pagers during class. Please do not read *The Daily Athenaeum* or any other literary publications during lectures.
- ✚ No late submissions for any projects. You will generally lose all the points if your submission is late. Only extreme conditions such as hospitalization or death with proper documentations and prior notification to the professor might warrant an exception.
- ✚ Readings and videos for each week are due before each class. It is your responsibility to get the textbook before the first day of class. You will have to undertake the risk that the textbook might arrive late if you order it online. That should not be the excuse for late submissions.

Counseling and Student Health:

At times, the content of this kind of course can elicit personal discomfort as well as curiosity. If you encounter personal issues you would like to explore in further depth, there are several resources available. I will post some in this document, but I'll post a more extensive list on Canvas. Some options include: Center for Student Wellness (p: 801-581-7776; e: wellness.utah.edu), Women's Resource Center (p: 801-581-8030; e: womenscenter.utah.edu), University of Utah's Counseling Center (p: 801-581-6826), and 24/7 Crisis Line #: 801-587-3000. Visit their website for more information: <http://counselingcenter.utah.edu/>. Career counseling is available at Utah's Career Services Center, 801-581-6186. For more information, visit their website at: <http://careers.utah.edu>.

There are also several community mental health professionals, including Aspen Grove Counseling (<http://www.aspengrovecounseling.com>), Swinton and Associates (<http://www.swintoncounseling.com>), Creative Life Counseling (<http://creativelifeslc.com>), Red Willow Counseling and Recovery (<http://www.redwillowcounseling.com>), Pride Counseling (<http://pridecounseling.tv>), Family Counseling Center (<http://www.familycounselingcenterutah.com>), Rape Recovery Center (and psychiatry: Dr. Christian Agricola (801-408-8500), Dr. Steven Teynor (801-2334200), Dr. Bryan Maulden (801-233-4200), Dr. Susan Mirow (801-532-1212), among others).

Crisis intervention is always available 24/7 from:

CrisisLine (University Neuropsychiatric Institute): 801-587-3000 Utah
Suicide Prevention Coalition: 1-800-273-TALK (8255);
<http://utahsuicideprevention.org/crisis-services>

UNI's Warm Line: 801-587-1055

Rape Recovery Center: 801-467-7273; <http://raperecoverycenter.org/>

BUT - Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone, so do not be afraid to ask for assistance.

Policy for Incomplete Grades: When a person requests an incomplete from an instructor in a course, an agreement for completion of the coursework must be done. Please note that the policy is that the coursework **must** be completed ***within the following semester***. A grade of 'incomplete' ('I') should be given to a student when the instructor believes the course work is unavoidably incomplete (e.g. due to illness, family emergency, etc.) or a supplementary examination is justifiable. Incomplete grades should not be given to students who have stopped attending class, who have never attended class, or who are trying to improve their grades by being granted additional time to complete the work of the course, particularly students who are earning grades of D or F. Neither should an incomplete be given unless the student has contacted the instructor to explain the circumstances of the unavoidable delay or absence. A grade must be recorded each time a student registers for a class. Therefore, should a student be given an incomplete, he/she must not register for the same class in a subsequent semester in order to remove the incomplete. If the student does register for the class again, the original incomplete will automatically become an F. You must make specific arrangements with the instructor regarding how and when the work will be completed.

Academic Integrity Statement: **Cheating is NOT tolerated** at the University of Utah. Cheating is defined in the **University Handbook**, and ***it is the student's responsibility to be familiar with its many forms (i.e., ignorance is no excuse)***. You should be aware that **plagiarism is also considered as cheating**. You are expected to submit original work and adhere to the academic policies outlined in the University of Utah Student Conduct Code. **Any acts of academic dishonesty, cheating or plagiarism, will be reported.** **If a student is caught cheating, the first offense results in a zero score for that assignment, and a record of the event (through the Academic Dishonest Form) is placed in a temporary file with the Office of the Dean of Students for Academic Affairs. A second offense results in an "E" for the course, notification to the Department Chair, and the student goes before**

the University of Utah Student Conduct Board. For the detailed policy of the University of Utah regarding the definitions of acts considered to fall under academic dishonesty and possible ensuring sanctions, please see the section on Academic Integrity and Dishonesty in the Graduate School Catalog at: <http://regulations.utah.edu/academics/6-400.php>. Should you have any questions about possibly improper research citations or references or any other activity that may be interpreted as an attempt at academic dishonesty, please see either the professor or the appropriate graduate teaching assistant before the assignment is due to discuss the matter.

**Student
Evaluation of
Instruction
Statement:**

Effective teaching is a primary mission of the University of Utah. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided later.

Course Schedule

Listed below is a minimally flexible schedule of classes and accompanying reading assignments. Students are asked to complete readings prior to class so that they can maximally benefit from presentations and discussions. I will pop quiz the class if it is detectably lethargic.

Date	Topics	Assignments
8/22	<p>What's This Course All About?</p> <p>Why and How Did the APA Ethics Code Come to Existence?</p> <p><i>(Introductions, Course Overview; Contextual History)</i></p>	<p>Peruse the Ethics Code of Conduct (<i>see Canvas</i>)</p> <p>Peruse Ethical Decision Making Model (<i>also provided on Canvas under Week 1</i>)</p>
8/29	<p>Exploring Your Virtues Activities</p> <p>How Can I Make Rational, Ethical Decisions?</p> <p>How to Use an Ethical Decision Making Model</p>	<p>Chs. 3-5</p> <p>Constable, Kreider, Smith, and Taylor (2011)</p> <p>Francis and Dugger (2014)</p> <p>Kocet and Herlihy (2014)</p>
9/5	<p>What Happens in Here...Doesn't Always Stay in Here</p> <p><i>(Self-Assessment; Professionalism; Tools for Ethical Decision Making; Confidentiality and Counseling)</i></p> <p>Suicide and Risk Assessments</p> <p><i>(Informed Consent; Confidentiality; Informed Consent; Risk Assessments)</i></p>	<p>Read Ch. 6</p> <p>Bryan, Corso, Neal-Walden, and Rudd (2009)</p> <p>Dazzi, Gribble, Wesseley, and Fear (2014)</p>

9/12	<p>When Power and Fame Ruin Professionals: The Hoffman Report</p> <p>The Psychology of Evil</p> <p>Assessing Dilemmas in Assessment</p> <p><i>(Independent Review Relating to APA Ethics Guidelines, National Security Interrogations, and Torture; Assessments)</i></p>	<p>Ch. 6 (p. 170) & Ch. 13 Elkins (2016) Handelsman (2017)</p>
9/19	<p>How “Color-Blindness” Can Hurt Us</p> <p>Practical Tips for Conducting Ethical Counseling with Diverse Clients</p> <p>MCO video/rating activities</p> <p><i>(Multicultural Issues)</i></p>	<p>Ch. 3 Arredondo and Toporek (2004) Pettifor (2001) Sadeghi, Fischer, and Houe (2003) Whitman and Bidell (2014)</p> <p>ETHICS AUTOBIOGRAPHY DUE</p>
9/26	<p>What If I Run into My Client at a Bar? Or the Gym?</p> <p><i>(Multiple Relationships and Boundaries)</i></p>	<p>Chs. 7 & 8 Dallesasse (2010)</p>
10/3	<p>To Google or Not to Google? #busted</p> <p><i>(Distance Counseling, Social Media, and Technology)</i></p>	<p>Birky and Collins (2011) DiLillo and Gale (2011) Hughes (2000) Klaus and Hartshorne (2015)</p>
10/10	<p>FALL BREAK</p>	<p>Enjoy!</p>
10/17	<p>Those Who Can’t Do...Teach? Supervising the Supervisor Research and Testing Issues</p> <p><i>(Supervision, Teaching, and Research)</i></p>	<p>Chs. 14 & 15 Newman (1981) Oberlander and Barnett (2005)</p>

10/24	<p>Can't We All Just Get Along?: Family, Couples, and Group Counseling</p> <p><i>(Groups, Couples, and Families)</i></p>	<p>Ch. 9 Corey, Williams, and Moline (1995) Hecker and Murphy (2015) Margolin (1982)</p>
10/31	<p>Counseling and the Court Law and Order: JMT How Can I Prevent Being Sued? ...And the Dreaded Subpoena.</p> <p><i>Potential Guest speakers: Utah State Licensing Board (DOPL)</i></p> <p><i>(Legal Issues Related to Counseling)</i></p>	<p>Ch. 11 Burkholder and Hall (2014) Dugger and Francis (2014) Herlihy, Hermann, and Greden (2014) Kaplan (2014) Knapp, Gottlieb, Berman, and Handelsman (2007)</p> <p>Peruse this website: https://dopl.utah.gov/psych/index.html</p>
11/7	<p>Self-Care: All Talk and No Action?</p> <p>Potential Class activities: Guided Imagery, Gratitude Activity, Art, Compassion Fatigue Prevention Toolkit</p> <p><i>Potential Guest Speaker: TBD</i></p>	<p>Ch. 4 (pages 100-104) Bamonti et al. (2014)</p> <p>http://thequietplaceproject.com/thequietplace</p> <p>http://www.calm.com/</p> <p>http://www.donothingfor2minutes.com/</p> <p>http://thequietplaceproject.com/thethoughtsroom/</p> <p>http://www.sanzplans.com/healingchange/why-your-therapist-doesnt-take-yourproblems-home-with-her/</p> <p>STRENGTHS AND WEAKNESSES EXERCISE DUE</p>
11/14	<p>Special Considerations for Various Settings: Older Adults,</p>	<p>Ch. 12 Bryan (2016) Ledyard (1998)</p>

	Adolescents, Learning Disabled Clients, College, Prison, and Addictions Settings	
11/21	Intervening with Impaired Colleagues: How to Have Crucial Conversations Am I Good Enough? <i>(Competence; Assessments; Reporting Colleagues)</i>	Remainder of Ch. 4 Schwartz-Mette (2009) Read the APA article listed here: http://www.apapracticecentral.org/ce/selfcare/intervening.aspx
11/28	Money, Advertising, and Billing: Primer on the Essentials of	Brennan (2013) McMinn et al. (2011)
	Private Practice <i>Potential Guest Speaker: TBD</i> <i>(Professional Practice Concerns)</i>	
12/5	Last Class Saying Goodbye Ain't Always Easy: Handling Termination in Therapy <i>(Termination; Wrap-Up)</i>	Norcross, Zimmerman, Greenberg, and Swift (2017) Younggren and Gottlieb (2008)
12/12	FINALS WEEK	FINAL EXAM DUE ON CANVAS

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced *in class*, and the student is personally responsible for obtaining updated information regarding those changes. It may be necessary to arrange additional classes in the event of cancellations due to weather, etc.

Tips for Success in this Course:

1. **Read and watch any assigned videos BEFORE coming to class.** This will improve your class average as well as prepare you for engaging class discussions. You may be called upon to participate during class. Even 5 - 10 minutes each day to keep the material fresh is very helpful and minimizes stressful studying right before learning probes. Mass learning (i.e., cramming) just doesn't work (remember the memory chapter in Intro Psych?). Reading and studying a little at a time works in the long run. Besides, you'll be way ahead of the game if you have done the assigned reading before class.
2. Try to **apply the material** to your life and the lives of your loved ones. Make it come alive.
3. Be a **practicing** counseling psychologist, and **take care of your mind and body.** Don't cram or abuse caffeine (or other substances) and get enough sleep and food prior to learning probes.
4. **Don't even think of cheating** (especially at such a fine university!). Academic honesty and integrity is fundamental to our mission. ***Cheating (including plagiarism, and using chat gpt to write) will result in being dropped or failed from the course and will be referred to the university*** at large for disciplinary action.
5. For each topic, concept, highlighted issue, etc. ask yourself the questions, "What's the **bottom line**? Why is this **important**? What's the **big picture** here? If I were the professor, **why would I want students to know** this?"
6. Write **organized, readable notes** in class highlighting the major points and concepts. **Consider rewriting your notes** to help with reinforcing the material.
7. Be an **active learner.** It pays off. Participate in class discussions, ask questions freely, and engage in the process. There is no such thing as a "dumb question" if it is sincere. This is an **interactive course**, and student participation is highly encouraged. Don't be afraid to ask questions when you need clarification or don't understand something.
8. **Attend lecture and be punctual.** Don't be tempted to skip class and just photocopy someone's notes. There is no substitute for being there. In addition, missing lectures and/or being late will disturb the instructor and your classmates. Please arrive on time.
9. **Get to know your classmates.** This will improve your learning as you discuss the material/course. Your classmates are also a good resource for getting lecture notes should you miss a class.
10. **See me** should you have problems with the course or need accommodations.