

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

Course Number:	360K/ 387R4	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	63185/63360	E-mail:	marmour@mail.utexas.edu
Semester:	Spring 2005	Phone:	471 3197
Meeting Time:	Tues. 2:30-5:30	Office Room:	3.122C
Meeting Place:	2.116	Office Hours:	Tuesday 9:30-11:00 or by appointment

**ETHICS AND LEADERSHIP IN SOCIAL WORK PRACTICE**

**I. COURSE DESCRIPTION**

This course educates students to become more effective in dealing with ethical issues in social work practice. It provides an organizing theoretical framework to examine personal and professional values and ethical dilemmas across client systems. The course is intended to deepen awareness of emerging ethical issues, to provide tools and methodologies for reflection and analysis and to develop leaders to promote professional social work values.

Ethical decision-making models are presented which incorporate components of reflection, analysis, evaluation, research, and the justification of an ethical position. Frames which organize the content include: philosophical systems underlying major ethical theories, models for ethical choice grounded in the NASW Code of Ethics, and consideration of other codes of ethics. The course prepares students for ethical decision-making in field internships and professional careers.

**II. COURSE OBJECTIVES**

By the end of the semester, students will be able to:

1. Broaden awareness of the range of subtleties of the value/ethical conflicts in social work practice.
2. Deepen understanding of ethical theory and methodology and its application to ethical conflicts in social work practice.
3. Develop a critical awareness and understanding of the integration of personal and professional values.
4. Develop a greater understanding of how to practice in a conscious and ethical manner and an understanding of what constitutes malpractice in social work.

5. Demonstrate the ability to apply the NASW Code of Ethics to practice situations in the context of current manifestations of the code's ethical principles.
6. Understand the ethical issues pertaining to people from diverse backgrounds and populations at risk.
7. Demonstrate an understanding of the interplay between ethical dilemmas and power dynamics as well as how context impacts the ethical decision-making process.
8. Demonstrate the ability to incorporate research to resolve ethical dilemmas within the context of a professional social work network.
9. Develop leadership skills to demonstrate and promote the values of the profession.

### **III. TEACHING METHODS AND CLASS ORGANIZATION**

This class uses lectures, discussion, small group exercises, guest speakers, videos, written assignments, and class presentations.

### **IV. REQUIRED AND OPTIONAL TEXTS/MATERIALS**

Corey, G., Corey, M.S. & Callanan, P. (2003). Issues and Ethics in the Helping Professions. Sixth Edition. Pacific Grove, CA: Brooks-Cole.

Peterson, M. (1992). At Personal Risk: Boundary Violations in Professional Client Relationships. New York: W. W. Norton.

Readings are available in the LRC (in the basement of the School of Social Work). They are listed under "Armour" by title of the article. Readings are also available on electronic reserves. To access them, go to <http://www.utexas.edu/>. Click Libraries, click Library Services-Reserves, click Electronic Reserve, click Marilyn Armour on the drop-down menu under Instructor. The password for the class will be given at the first class. Check the Electronic Reserves frequently for important information about the class.

### **V. COURSE REQUIREMENTS**

The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the semester. All papers should be typed and follow APA format. A handout about the APA format is available in the LRC.

#### **1. Power Dynamics Paper (8-10 pages)**

Each student will apply material from class readings, lectures, and discussions on power to their family of origin.

- a) Analyze the sociopolitical context for the power held or not held by different family members.

- b) What types of power did different family members hold?
- c) How did family members express their power?
- d) How did you react to the expression of power by different family members?
- e) Describe the boundaries that were present in the family to protect the vulnerability of family members relative to each other's power.
- f) What attitudes do you hold about power?
- g) Given your experiences in your family of origin, what difficulties might you have managing your power in relationships with clients?

Write a paper that a) summarizes the literature on power and b) applies the literature to your family of origin and your behavior as a professional.

### **20 Points Possible**

#### **2. Medical Ethics Summary (5-8 pages)**

Each student will write a paper that summarizes the lecture given on 2/08/05 and the assigned readings. One 1 page of the paper to discuss issues of power (institutions, decision-making, etc.) in selected examples presented in the lecture or in readings.

#### **3. Boundary Violation Paper (10 pages)**

Each student will select a boundary violation that occurred at any point in his/her life with an authority figure. Describe the incident. Analyze the experience using the four characteristics of a boundary violation described in Chapter 4 of At Personal Risk. Describe and analyze the damage to you and/or others using the theory in Chapter 5 of At Personal Risk. Describe what you did (or might need to do) to heal from the violation.

### **30 Points Possible**

#### **4. Ethics Presentation and Paper (20 pages)**

Each student will select an ethical standard or current topic that has ethical implications. The selection will be made from the list of ethical standards and current topics to be covered from week 7 to week 14. The student will read articles that address different aspects or manifestations of the ethical standard/topic. The articles for each standard/topic are available in the LRC. The student will present the standard/ topic to the class during the week appropriated in the course schedule, e.g. the presentation on "Assisted Suicide" would take place the 12<sup>th</sup> week of the course. The presentation will use the following outline:

- i. Overview of the standard/topic.
  - 1. Application of the NASW Code of Ethics: What does the

- NASW Code of Ethics say about the standard? What standards apply to the topic? (Be concise)
2. Historical development of the standard/topic: What is known about the how this standard or interest in this topic developed? Where is it today?
- ii. Manifestation of the standard/ topic.
    1. Review of the articles: What is happening in the practice community that makes it necessary to address this ethical standard/topic? What are the variety of ways this standard/ topic is manifesting itself? Are there pro and con positions on the standard/topic?
  - iii. Discussion of two fact situations that illustrate the standard/topic.
    1. Select two case studies for discussion and present them to the class.
    2. Facilitate a discussion (and/or create an exercise) to help students understand the issues and think through how they might approach each situation.

Students will write a paper on the standard/topic. The paper should parallel the presentation but also include a critique of the standard/topic relative to how it is being manifested or portrayed in the current literature. The paper will be due two weeks after the presentation. Students who present during either weeks 7 or 8 may request an additional week (3 weeks after the presentation) to complete the paper.

**25 Points Possible for the Presentation**  
**55 Points Possible for the Paper**

**5. Personal Code of Ethics (2 to 3 pages)**

Students will write a personal code of ethics at two points in time. The first code of ethics will be due the second week of class. It will detail the students values, at this time, based on the student's history and self professed convictions about helping others.

The second code of ethics will be due the last class. It will detail changes in the student's awareness, values, and self professed convictions about helping others.

**10 Points Possible**

## **VI. COURSE GRADING CRITERIA**

Power Dynamics Paper	20 points
Medical Ethics Paper	10 points
Boundary Violation Paper	30 points
Ethics Presentation	25 points
Ethics Paper	55 points
<u>Personal Code of Ethics</u>	<u>10 points</u>
<b>TOTAL</b>	<b>150 points</b>

## **GRADING SCALE**

A total of 150 points may be earned for the above assignments. Grades will be assigned as follows.

150-135 points	=	A
134-120 points	=	B
119-105 points	=	C
104-90 points	=	D
89 and below	=	F

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.

## **IMPORTANT DATES**

January 25	Personal Code of Ethics
February 8	Power Dynamics Paper
February 22	Medical Ethics Paper
March 22	Boundary Violation Paper
May 3	Personal Code of Ethics

## VI. CLASS POLICIES

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Class attendance and participation is expected, as is handing in assignments on time. Role will be taken each class period and students are expected to attend the full class. If a student leaves class early, the absence will be treated as unexcused. Students are also expected to complete assigned readings prior to each class. Except in case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must see the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g. medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that the work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office.
4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback during office hours and by appointment if they desire.
5. Confidentiality. Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.
6. The 5<sup>th</sup> edition Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
7. Special Accommodations for Students with a Disability. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.
8. At times, the instructor may ask students for a copy of their papers to use as a sample paper for students in future classes. If asked, students have the right to decline

without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

9. This class may use Electronic Reserves and Eudora for exchanging e-mail, engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electric class roster. If e-mail is sent to you and other class members, your name and e-mail address will be known by other class members.
10. Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to the policies and practice related to agency and/or community safety. Student should also notify instructors regarding any safety concerns.

This class may use a Web site for exchanging e-mail, engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electric class roster. If e-mail is sent to you and other class members, your name and e-mail address will be known by other class members.

Please fill in the following information and return it to the instructor.

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Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ (Only known to instructor)

E-mail Address: \_\_\_\_\_ (May be known to other class Members)

- The instructor has my permission to use my e-mail address when sending out information to students beside myself.
- The instructor does not have my permission to use my e-mail address when sending out information to students beside myself.

## Course Schedule

Date	Description	Text/Readings
Week 1 1/18/05	Introductions and Overview  Personal Values, Attitudes, & Beliefs Professional Codes of Ethics  Values Exercise Video: Ethics in Action	Reamer: "The Evolution of Social Work Ethics"  Hill, Glaser, & Harden: "A Feminist Model for Ethical Decision Making"  Corey, Chapt 1  Codes of Ethics: NASW & Texas
Week 2 1/25/05	The Professional-Client Relationship: Contract or Covenant  Code of Ethics Exercise <b>Personal Code of Ethics Due</b>	Croxton: "Caveats on Contracts"  Kutchins: "The Fiduciary Relationship"  Noddings: "An Ethic of Caring"  Peterson Chapt 1
Week 3 2/01/05	Power, the Power Differential and the Professional's Struggle with Power  Handout on Family of Origin and Power for Power Dynamics Paper	Peterson, Chapters 2&3  French & Raven: "The Bases of Social Power"  Gitterman: "Testing Professional Authority & Boundaries"
Week 4 2/08/05	Medical Ethics <b>Power Dynamics Paper Due</b>	To be announced
Week 5 2/15/05	Open: Use time to write paper summarizing readings and lecture from previous week.	
Week 6 2/22/05	Boundary Violations: The 4 Characteristics  Video: Case Study <b>Medical Ethics Paper Due</b>	Peterson: Chapter 4  Corey: Chapter 2  Strom-Gottfried: "An Analysis of Violations by Social Workers"
Week 7 3/01/05	Boundary Violations: Practicum <b>Video: Clinical Vignettes</b>	
Week 8 3/08/05	Boundary Violations: Damage, Recovery, & Accountability	Peterson: Chapters 5-7  Milgrom: "Advocacy"  Brown: "Confronting Ethically"

	Video: Client Harm	Problematic Behaviors in Feminist Therapist Colleagues”  Reiker: “The Victim-to-Patient Process”  Van der Kolk et al: “Pierre Janet & the Breakdown of Adaptation in Psychological Trauma”
	<b>SPRING BREAK</b>	
Week 9 3/22/05	Confidentiality  <b>Boundary Violation Paper Due</b>	Corey: Chapter 6
Week 10 3/29/05	Informed Consent & Duty to Warn	Corey: pp 149-163, 426-430, 412-416, 208-228, 234-236, 214-216
Week 11 4/5/05	Dual/ Multiple Relationships	Corey: Chapter 7
Week 12 4/12/05	Touch & Assisted Suicide	Corey: pp 94-101
Week 13 4/19/05	Rural Communities, Self Disclosure, & Gift Giving	Catalano: “The Challenges of Clinical Practice in Small or Rural Communities”  Reamer: “Altruism”
Week 14 4/26/05	Electronics and Research	Woody: “Domestic Violations of Confidentiality”  Corey: pp 169-174, 201-202, 383-389
Week 15 5/3/05	Supervision & Self Care  <b>Personal Code of Ethics Due</b>	Faunce: “Self-Care and Wellness of Feminist Therapists”  Landau: “Ethical Judgment, Code of Ethics & Supervision”  Thompson et al: “Supervision Strategies to Prevent...”

## Readings:

Brown, L.S. (1990). Confronting ethically problematic behaviors in feminist therapist colleagues. In H. Lerman & N. Porter, Feminist ethics in psychotherapy. New York: Springer. Pp. 147-159.

Catalano, S. (1997). The challenges of clinical practice in small or rural communities: Case studies in managing dual relationships in and outside of therapy. Journal of Contemporary Psychotherapy 27(1): 23-35.

Croxtan, T.A. (1988). Caveats on contract. Social Work: 169-171.

Faunce, P. (1990). Self-care and wellness of feminist therapist. In H. Lerman & N. Porter. Feminist ethics in psychotherapy. New York: Springer. Pp. 123-131.

French, J.R.P. & Raven, B. (1959). The bases of social power. In D. Cartwright, Studies in social power. Ann Arbor: The University of Michigan Press. Pp. 150-167.

Gitterman, A. (1989). Testing professional authority and boundaries. Social Casework pp. 165-171.

Hill, M. Glaser, K. & Harden, J. (1995). A feminist model for ethical decision making. In E. J. Rave & C.C. Larsen, Ethical decision making in therapy: Feminist perspectives. New York: Guilford Press. Pp. 18-37.

Kutchins, H. (1991). The fiduciary relationship: The legal basis for social workers' responsibilities to clients. Social Work 36(2): 106-113.

Landau, R. (1999). Ethical judgment, code of ethics, and supervision in ethical decision making in social work: Findings from an Israeli sample. The Journal of Applied Social Sciences 23(2): 29.

Milgrom, J. (1989). Advocacy: Assisting sexually exploited clients through the complaint process. In G. Schoener, Psychotherapists' sexual involvement with clients: Intervention and prevention. Minneapolis, MN: Walk-In Counseling Center. Pp. 305-312.

National Association of Social Workers (1996). Code of ethics. Washington, D.C.: National Association of Social Workers.

Noddings, N. (1984). An ethic of caring. In N. Noddings, Caring: A feminine approach to ethics and moral education. Berkely: University of California Press. Pp. 79-103.

Reamer, R.G. (2000). The social work ethics audit: A risk management strategy. Social Work 45(4): 355-366.

Reamer, F. (2001). Altruism. In F. Reamer, Tangled relationships: Managing boundary issues in the human services. New York: Columbia University Press.

Reiker, P.P. & Hilberman, C.E. (1986). The victim-to-patient process: The disconfirmation and transformation of abuse. American Journal of Orthopsychiatry 56(3): 360-370.

Strom-Gottfried, K. (1999). An analysis of violations by social workers. Families in Society 80(5): 439-449.

Thompson, P., Shapiro, M., Nielson, L., Peterson, M. (1989). Supervision strategies to prevent sexual abuse by therapists and counselors. In B. Sanderson (ed.), *It's never okay: A handbook for professionals on sexual exploitation by counselors and therapists*. St. Paul: Department of Corrections. Pp. 19-25.

Van der Kolk, B.A. & van der Hart, Onno. (1989). Pierre Janet and the Breakdown of Adaptation in Psychological Trauma. American Journal of Psychiatry 146(12): 1530-1540.

Woody, R.H. (1999). Domestic violations of confidentiality. Professional Psychology 30(6): 607-610.

**ETHICS AND SOCIAL WORK PRACTICE**  
**ETHICS TOPICS FOR PRESENTATIONS & PAPERS**

<p><b>Confidentiality:</b></p>	<p>Hiller, J. (1999). The Presence of the Absent Other: Ethical Issues in Individual Work for Relationship Problems. <i>British Association for Sexual and Relationship Therapy</i> 14(3): 237-252.</p> <p>Taylor, L. &amp; Adelman, H.S. (1998). Confidentiality: Competing Principles, Inevitable Dilemmas. <i>Journal of Educational and Psychological Consultation</i> 9(3): 267-275.</p> <p>Brendel, J.M. &amp; Nelson, K.W. (1999). The Stream of Family Secrets: Navigating the Islands of Confidentiality and Triangulation Involving Family Therapists. <i>The Family Journal</i> 7(2): 112-117.</p> <p>Soto, C. (1991). Employee Assistance Program Liability and Workplace Privacy. <i>Journal of Business and Psychology</i> 5(4): 537-541).</p> <p>Discoll, J.H. (1992). Keeping Covenants and Confidence Sacred: One Point of View. <i>Journal of Counseling and Development</i> 70(6): 1-8).</p> <p>Leung, W. Mariman, E.C.M., van der Wouden, J., van Amerongen, H., &amp; Weijer, C. (2000). Results of genetic testing: When Confidentiality Conflicts With a Duty to Warn Relatives. <i>British Medical Journal</i> 321(7274): 1464-1466.</p> <p>Albers, d. &amp; Morris, R. (1990). Conceptual Problems in Studying Social Workers Management of Confidentiality. <i>Social Work</i> 35(4): 361-362.</p> <p>Lindenthal, J.J., Jordan, T.J., Lentz, J.D., &amp; Thomas, C.S. (1988). Social Workers Management of Confidentiality. <i>Social Work</i> 34(3):157-158.</p> <p>Schwartz, G. (1989). Confidentiality Revisited. <i>Social Work</i> 33(2): 223-226</p>
<p><b>Informed Consent &amp; Duty to Warn</b></p>	<p><b>Duty to Warn:</b></p> <p>Gutheil, T.G. (2001). Moral Justifications for <i>Tarasoff</i>-Type Warnings and Breach of Confidentiality: A Clinician’s Perspective. <i>Behavioral Sciences and the Law</i> 19:345-353.</p> <p>Mason, T. (1998). <i>Tarasoff</i> Liability: Its impact for Working with</p>

Patients Who Threaten Others. *International Journal of Nursing Studies* 35” 109-114.

Mechert, T.P. & Patterson, M.M. (1999). Duty to Warn and Interventions With HIV-Positive Clients. *Professional Psychology* 30(2): 180-186.

Knapp, S. & VandeCreek, L. (2000). Real-Life Vignettes Involving the Duty to Warn. *Journal of Psychotherapy in Independent Practice* 1(3): 83-88.

Walcott, D.M., Cerundolo, P., & Beck, J.C. (2001). Current Analysis of the *Tarasoff* Duty: an Evolution Towards the Limitation of the Duty to Protect. *Behavioral Sciences and the Law* 19: 325-343.

Glancy, G.D., Regehr, C., & Bryant, A.G. (1998). Confidentiality in Crisis: Part I—The Duty to Inform. *Canadian Journal of Psychiatry* 43: 1001-1005.

Newhill, C.E. (1992). Assessing Danger to Others in Clinical Social Work Practice. *Social Service Review* 66 (1): 64-84.

Abramson, M. (1990). Keeping Secrets: Social Workers and AIDS. *Social Work* 35(2):169-173.

Reamer, F.G. (1991). AIDS, Social Work, and the “Duty to Protect”. *Social Work* 36(1):56-60.

Schlossberger, E. & Hecker, L. (1996). HIV and Family Therapists’ Duty to Warn: A Legal and Ethical Analysis. *Journal of Marital and Family Therapy* 22(1):27-40.

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**Informed Consent:**

Reamer, F.G. (1987). Informed Consent in Social Work. *Social Work* 32(5): 425-429.

Manning, S.S. & Gaul, C.E. (1997). The Ethics of Informed Consent: A Critical Variable in the Self Determination of Health and Mental Health Clients. *Social Work in Mental Health* 25(3): 103-117.

Henkelman, J.J. & Everall, R.D. (2001). Informed Consent With Children: Ethical and Practical Implications. *Canadian Journal of Counseling* 35(2): 109-120.

Yarhouse, M.A. (1998). When Clients Seek Treatment for Same-Sex

	<p>Attraction: Ethical Issues in the “Right to Choose” Debate. <i>Psychotherapy</i> 35(2): 248-259.</p> <p>Sandford, J.J., Gralton, E. &amp; Donovan, W.M. (2001). Can Deception Ever Be Justified on Therapeutic Grounds: An Ethical Case Report. <i>Psychiatric Bulletin</i> 25: 206-208.</p> <p>Herring, B. (2001). Ethical Guidelines in the Treatment of Compulsive Sexual Behavior. <i>Sexual Addiction and Compulsivity</i> 8: 13-22.</p> <p>Levine, S.B. &amp; Stagno, S.J. (2000). Informed Consent for Case Reports: The Ethical Dilemma of Right to Privacy Versus Pedagogical Freedom. <i>Journal of Psychotherapy Practice and Research</i> 10(3): 193-201.</p> <p>Jason, L.A., Pokomy, S., &amp; Katz, R. (2001). Passive Versus Active Consent: A Case Study in School Settings. <i>Journal of Community Psychology</i> 29(2): 53-68.</p> <p>Dunn, L.B. &amp; Jeste, D.V. (2001). Enhancing Informed Consent for Research and Treatment. <i>Neuropsychopharmacology</i> 24(6): 595-607.</p> <p>Regehr, C. &amp; Antle, B. (1997). Coercive Influences: Informed Consent in Court Mandated Social Work Practice. <i>Social Work</i> 42(3): 1-7.</p> <p>Kuther, T.L. (1999). Competency to Provide Informed Consent in Older Adulthood. <i>Gerontology and Geriatrics Education</i> 20(1): 15-30.</p>
<p><b>Dual/ Multiple Relationships</b></p>	<p>Doyle, K. (1997). Substance Abuse Counselors in Recovery: Implications for the Ethical Issue of Dual Relationships. <i>Journal of Counseling and Development</i> 75: 428-432.</p> <p>Somer, E. &amp; Saadon, M. (1999). Therapist-Client Sex: Clients’ Retrospective Reports. <i>Professional Psychology</i> 30(5): 504-509.</p> <p>Kaslow, F. (1998). Ethical Problems in Mental Health Practice. <i>Journal of Family Psychotherapy</i> 9(2): 41-54.</p> <p>Pepper, R. (1991). The Senior Therapist’s Grandiosity: Clinical and Ethical Consequences of Merging Multiple Roles. <i>Journal of Contemporary Psychotherapy</i> 21(1): 63-70.</p>

Blevins-Knabe, B. (1992). The Ethics of Dual Relationships in Higher Education. *Ethics and Behavior* 2(3): 151-163.

Rinella, Jr., V.J. & Gerstein, A.I. (1994). The Development of Dual Relationships: Power and Professional Responsibility. *International Journal of Law and Psychiatry* 17(3): 225-237.

Chapman, C. (1997). Dual Relationships in Substance Abuse Treatment: Ethical Implications. *Alcoholism Quarterly* 15(2): 73-79.

Hines, A.H., Ader, D., Chang, A. S., & Rundell, J.R. (1998). Dual Agency, Dual Relationships, Boundary Crossings, and Associated Boundary Violations; a Survey of Military and Civilian Psychiatrists. *Military Medicine* 163: 826-833.

Etherington, K. (2001). Research with Ex-Clients: a Celebration and Extension of the Therapeutic Process. *British Journal of Guidance and Counselling* 29(1): 5-19.

Pearson, B. & Piazza, N. (1997). Classification of Dual Relationships in the Helping Professions. *Counselor Education and Supervision* 37(2): 1-7.

Kagle, J.D. & Geibelhausen, P.N. (1994). Dual Relationships and Professional Boundaries. *Social Work* 39(2): 1-9.

Gottlieb, M.C. (1993). Avoiding Exploitative Dual Relationships: a Decision-Making Model. *Psychotherapy* 30: 41-48.

Borys, D. & Pope, K.S. (1989). Dual Relationships Between Therapist and Client: A National Study of Psychologists, Psychiatrists, and Social Workers. *Professional Psychology* 20 (5): 283-293.

Gilbert, L.A. (1987). Female and Male Emotional Dependency and Its Implications for the Therapist-Client Relationship. *Professional Psychology* 18(6): 555-561.

Celenza, A. & Hilsenroth, M. (1997). Personality Characteristics of Mental Health Professionals Who Have Engaged in Sexualized Dual Relationships: a Rorschach Investigation. *Bulletin of the Menninger Clinic* 61(1): 90-107.

Kitchener, S. (1988). Dual Role Relationships: What Makes Them So Problematic? *Journal of Counseling and Development* 67: 217-221.

	<p>Ramsdell, P.S. &amp; Ramsdell, E.R. (1993). Dual Relationships: Client Perceptions of the Effect of Client-Counselor Relationship on the Therapeutic Process. <i>Clinical Social Work Journal</i> 21(2): 195-212.</p> <p>Vodde, R. &amp; Giddings, M.M. (1997). The Propriety of Affiliation With Clients Beyond the Professional Role: Nonsexual Dual Relationships. <i>Arete</i> 22: 58-70.</p>
<p><b>Touch &amp; Assisted Suicide &amp; Sphere of Competence</b></p>	<p><b>Touch:</b>  Hunter, M. &amp; Struve, J. (1997). <i>The Ethical Use of Touch in Psychotherapy</i>. California: Sage.</p> <p>Aquino, A.T. &amp; Lee, S.S. (2000). The Use of Nonerotic Touch With Children: Ethical and Developmental Considerations. <i>Journal of Psychotherapy in Independent Practice</i> 1(3): 17-30.</p> <p>Durana, C. (1998). The Use of Touch in Psychotherapy: Ethical and Clinical Guidelines. <i>Psychotherapy</i> 35(2): 269-279.</p> <hr/> <p><b>Assisted Suicide:</b>  Werth, J.L. (1999). Mental Health Professionals and Assisted Death: Perceived Ethical Obligations and Proposed Guidelines for Practice. <i>Ethics and Behavior</i> 9(2): 159-183.</p> <p>Leeman, C.P. (1999). Depression and the Right to Die. <i>General Hospital Psychiatry</i> 21: 112-115.</p> <p>Muramoto, O. (2001). Bioethical Aspects of the Recent Changed in the Policy of Refusal of Blood by Jehovah's Witnesses. <i>British Medical Journal</i> 322(7277): 1-5.</p> <p>Kleespies, P.M. Hughes, D.H., &amp; Gallacher, F.P. (2000). Suicide in the Medically and Terminally Ill: Psychological and Ethical Considerations. <i>Journal of Clinical Psychology</i> 56(9): 1153-1171).</p> <p>Csikai, E.L. (1999). Euthanasia and Assisted Suicide: Issues for Social Work Practice. <i>Journal of Gerontological Social Work</i> 31(3-4): 49-63.</p>
	<p><b>Sphere of Competence:</b>  Myers, L. &amp; Thyer, B.A. (1997). Should Social Work Clients Have the Right to Effective Treatment? <i>Social Work</i> 42(3): 288-298.</p> <p>Gil, E.F. &amp; Bob, S. (1999). Culturally Competent Research: An Ethical Perspective. <i>Clinical Psychology Review</i> 19(1): 45-55)</p> <p>Witkin, S.L. (1998). The Right to Effective Treatment &amp; the</p>

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## ETHICS TOPICS: SIGN UP SHEET

**3/22/05: Confidentiality: (3 students):**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**3/29/05: Informed Consent & Duty to Warn (3 students)**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**4/5/05: Dual/ Multiple Relationships (3 students)**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**4/12/05: Touch, Assisted Suicide, and Sphere of Competence (3 students)**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**4/19/05: Rural Communities, Self Disclosure, & Gift Giving (2 students)**

1) \_\_\_\_\_

2) \_\_\_\_\_

**4/26/05: Electronics & Research (2 students)**

1) \_\_\_\_\_

2) \_\_\_\_\_