

Chaminade University
PSY 601 Ethical and Professional Issues in Counseling
Summer 2012

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Catalog Course Description

This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of professional identity, ethical responsibilities, legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Professional Issues and Ethics. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Research and Evaluation; and 2) Social and Cultural Foundations.

Course Description

This course provides an introduction to the professional, ethical and legal dilemmas frequently encountered in counseling practice and assists the counselor trainee in developing a decision-making model which can be utilized for successful navigation of this potential minefield.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Required Textbooks

Corey, G., Corey, M.S., & Callanan, P. (2011). *Issues and ethics in the helping professions*. (8th Ed.). Belmont, CA.: Brooks/Cole.

Textbook Premium Website <http://www.cengagebrain.com/isbn/0840035683?cid=rdl> (there is a small cost for access). You will need to have access to view the videos and other materials. Although only some of the materials on this website are required, I encourage you to take full advantage of the resources there.

Codes of Ethics for the Helping Professions 3rd. Ed. (2007). Bemont, CA: Brooks/Cole

Recommended Websites:

- American Counseling Association (ACA): www.counseling.org
- American Psychological Association (APA): www.apa.org
- American Association for Marriage and Family Therapists (AAMFT): www.aamft.org
- American School Counselor Association (ASCA): www.schoolcounselor.org

- National Board of Certified Counselors (NBCC): www.nbcc.org
- Hawaii Teachers Standards Board (HTSB): www.htsb.org
- Hawaii Dept. of Commerce & Consumer Affairs: Professional and Vocational Licensing (DCCA): hawaii.gov/dcca/pvl/programs

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The scientific method, research and how these apply to ethical and professional issues in counseling.
2. The impact of cultural diversity on ethical decision-making and professional issues in counseling.
3. Ethical, legal, and professional issues in counseling in the context of school counseling, community counseling, and marriage and family counseling.
4. National standards in the areas of school counseling, community counseling, and marriage and family counseling.
5. Professional counseling organizations and their functions in the development of professional ethics.
6. Professional identity as a counselor.
7. Ethical decision making in the counseling context.

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Professional Membership

As part of the course, Ethical and Professional Issues in Counseling (PSY 601), all students are required to join a professional organization. Verification of the student's membership/enrollment in a professional organization must be provided by submitting the original membership card and a photocopy to the instructor by the *eighth week of class*. *If a student does not provide the required documentation of a professional organization membership by the assigned date/deadline, the student will fail the PSY 601 course. (MSCP Program Policy)*

Assignments

(IMPORTANT - All assignments must be submitted by the due dates - no late assignments will be accepted or graded.)

1. Quizzes (13 @ 10 points each)	=	130 points
2. Video Papers (10 @ 10 points each)	=	100 points
3. Case Study Discussion Papers (13 @ 10 points each)	=	130 points
4. Case Study discussion responses (11 @ 5 points each)	=	55 points
Total	=	415 points

1. Quizzes (13 @ 10 points each). Thirteen quizzes are available on ecollege. Each of the quizzes contains 10 multiple choice questions. The quizzes will be available starting on Monday

of the week that they are assigned. There is no real due date for the quizzes other than the end of the term but I strongly suggest that you complete them the week that they are assigned so that you do not fall behind. Each quiz can only be opened once and you have one hour to complete each quiz.

2. Video Papers (10 @10 points each). Each week you should watch the assigned video on the textbook website. After viewing the video answer the questions posted on ecollege. *Do not* answer the questions on the textbook website and email them to me – you should answer the questions on the ecollege site as a word document and then upload them and/or copy and paste them into the ecollege dropbox. If you click on the specific video assignment on the course menu (on the left side of the ecollege page) you will see the questions that you should answer. The Video papers are due by midnight on Sunday of the week that they are assigned.

3. Case Study Discussion Papers (13 @ 10 points each). You should read the assigned case study on the textbook website and then answer the questions related to the case. You *should not* answer the questions directly on the textbook website and email them but should answer the questions that are on the ecollege site. If you click on the specific case study on the ecollege menu (left side of the page), you can enter your responses to the discussion questions. All of the Case Study papers are due on by midnight on Sunday of the week that they are assigned. Any late submissions will not receive credit.

4. Case Study discussion responses (11 @ 5 points each). The week following each case study, you should read over all of your fellow students responses to the discussion questions and comment on what you found interesting, controversial, or enlightening. You should respond to each weeks case studies by the following Sunday (for example, you should read all of the submissions for Case 1 after Sunday, April 8 and respond by Sunday, April 15). You will be reading and responding to all of the case studies except for the last two, Cases 66 and 70.

Grading. Final grades will be determined based on the following percentages

A = 90 – 100%

B = 80 – 89 %

C = 70 – 79%

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact Dr. June Yasuhara, 735-4845, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new

methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Scientific Method Definitions

The METHODS OF SCIENCE are only tools, tools that we use to obtain knowledge about phenomena.

The SCIENTIFIC METHOD is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling Heppner, Kivlighan, and Wampold

A THEORY is a large body of interconnected propositions about how some portion of the world operates; a HYPOTHESIS is a smaller body of propositions. HYPOTHESES are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The PHILOSOPHY OF SCIENCE decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even HYPOTHESES cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Course Schedule – see the eCollege Course Menu to see what you should be doing each week (just click on "Week 1" to get started.

Week 1	July 2	Chapter 1
Week 2	July 9	Chapter 2
Week 3	July 16	Chapter 3
Week 4	July 23	Chapter 4
Week 5	July 30	Chapter 5
Week 6	August 6	Chapter 6
Week 7	August 13	Chapter 7
Week 8	August 20	Chapters 8 & 9
Week 9	August 27	Chapters 10 & 11
Week 10	September 3	Chapters 12 & 13

Chaminade University
MS Counseling Psychology
PROFESSIONAL IDENTITY

As part of the course, Ethical and Professional Issues in Counseling (PSY 601), all students are required to join a professional organization. Verification of the student's membership/enrollment in a professional organization must be provided by submitting the original membership card and a photocopy to the instructor by the eighth week of class. *If a student does not provide the required documentation of a professional organization membership by the assigned date/deadline, the student will fail the PSY 601 course.*

· Professional Organization Membership

Joining a professional organization is part of developing as a professional and learning the benefits of joining a national organization. These organizations provide workshops and continuing education for students and licensed professionals.

Membership in one of the organizations for the counseling profession must be maintained throughout the student's enrollment in the MSCP program. There are no exceptions to joining and maintaining membership in one of the professional organizations.

These are the professional organizations we are referring and recommending for student professional development:

- Ø American Counseling Association (ACA)
- Ø American Association of Marriage and Family Therapists (AAMFT)
- Ø American Psychological Association (APA)
- Ø American School Counselor Association (ASCA)

· Membership Advantages

Some of the advantages of joining an organization include:

- Ø networking,
- Ø continuing education units (CEUs),
- Ø workshops and training,
- Ø standards and ethical guidelines for the counseling profession.
- Ø Liability insurance for the practicum/internship phase of program

Professional identification is important to the individual. As a student, state and national professional organizations provide a bridge between the transition from student to clinical professional.

· Professional Liability Insurance Requirement

One of the benefits of being part of a national organization is access to professional liability insurance. Maintaining professional liability insurance is part of professional development.

Each student is required to have professional liability insurance prior to entering Practicum and maintain throughout their entire fieldwork experience (Practicum and both Internships A/B). There are no exceptions to this MSCP policy.

8Some sites may state that they have liability insurance and the student will be covered by the site's insurance. However, the agency's insurance is for the agency. Personal professional liability insurance is for the student. Therefore, each student must have their own personal professional liability insurance prior to entering Practicum. Personal/individual professional liability insurance must be maintained throughout Practicum and Internships A and B. Each student is responsible for obtaining and maintaining personal professional liability insurance from a professional psychology/counseling organization the student has previously joined for continuing professional development. As stated before, there are no exceptions to this requirement.

Steps in Making Ethical Decisions

According to Corey, Corey and Callanan (2011) the eight steps in making ethical decisions are as follows:

1. Identify the problem or dilemma
2. Identify the potential issues involved
3. Review the relevant ethics codes
4. Know the applicable laws and regulations
5. Obtain consultation
6. Consider possible and probable courses of action
7. Enumerate the consequences of various decisions
8. Choose what appears to be the best course of action

Corey, G., Corey, M.S., & Callanan, P. (2011). *Issues and ethics in the helping professions*. (8th Ed.). Belmont, CA.: Brooks/Cole.
