

**PSY 601: Ethical and Professional Issues in Counseling**  
**Spring Masters 2019**  
**April 8, 2019 – June 15, 2019**

<b>Instructor:</b>	<b>Scott Miyagi</b>	<b>Room:</b>	<b>Henry Hall 225</b>
<b>Contact Number:</b>	<b>808-221-2911</b>	<b>Day/Time:</b>	<b>Wed. 5:30-9:20 pm</b>
<b>Email:</b>	<b>scott_miyagi@notes.k12.hi.us</b>	<b>Office Hours:</b>	<b>by appointment</b>

**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., and Corey, C. *Issues and ethics in the helping professions*. (10<sup>th</sup> Ed.). Belmont, CA.: Brooks/Cole.

**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.

**Recommended Websites:**

- American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)
- American Psychological Association (APA): [www.apa.org](http://www.apa.org)
- American Association for Marriage and Family Therapists (AAMFT): [www.aamft.org](http://www.aamft.org)
- American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)
- National Board of Certified Counselors (NBCC): [www.nbcc.org](http://www.nbcc.org)

- Hawaii Teachers Standards Board (HTSB): [www.htsb.org](http://www.htsb.org)
- Hawaii Dept. of Commerce & Consumer Affairs: Professional and Vocational Licensing (DCCA): [hawaii.gov/dcca/pvl/programs](http://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.*

Assessment	Description	Points	Applicable SLO
Final Examination	The Final examination will cover chapters 1 – 13 of your Issues and Ethics in the Helping Professions textbook.	Final = 20 pts	1, 2, 3, 6 and 7
Chapter Presentations	<p>You will be responsible for presenting a chapter in the Issues and Ethics in the Helping Professions (9<sup>th</sup>. ed.) textbook. Each presentation should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• Prior to beginning your presentation, you will set up and initiate a role-play scenario for the class to experience. The role-play should provide a close-to-real experience for the students role-playing as the counselor. This role-play should provoke an ethical dilemma that is relevant to your chapter presentation. Each role-play should be no less than 10 minutes and should be done in such a way that each participant's part is well defined; the situation is well defined; the ethical dilemma is well defined; and the role-play should conclude with the counselor having to make an ethical decision. <i>In place of the role-play, a video clip that depicts the applicable ethical dilemma can be used.</i></li> <li>• What are the <u>key</u> elements of the chapter?</li> <li>• What are the <u>key</u> terms introduced in this chapter?</li> <li>• What issues were brought up in this chapter?</li> <li>• Were any <u>key</u> theories introduced in this chapter?</li> <li>• What laws would be applicable to your chapter's topic(s)?</li> <li>• Are there any differences in the ethical guidelines referenced in this chapter when looking at various</li> </ul>	15	1, 2, 3, 6 and 7

	<p>organizations' code of ethics?</p> <ul style="list-style-type: none"> <li>• Does your chapter apply to all cultures? Please elaborate on why you think this way.</li> <li>• Debrief your role-play activity/video clip.</li> <li>• Personal reflection of the chapter. Your reflection should include, but not limited to, the "grey" areas of the chapter and what do those "grey" areas mean to you as a professional counselor.</li> <li>• Optional, you will create and implement an exercise that will involve the class to ensure knowledge retention from your presentation. Some examples would be a quiz, a game, a debate, etc....</li> </ul> <p>Your presentation should be approximately 20-30 minutes in length. A PowerPoint or Prezi presentation is required. The use of other forms of multimedia (e.g., YouTube videos) is welcomed but not required. You will be required to create a reference slide in your PowerPoint acknowledging any sources you used to create your chapter presentation. You should have, at the very least, your textbook cited.</p> <p><u><i>In addition, you will provide your peers with a one-page "study guide" on your chapter. A copy of this is due with your presentation to the instructor.</i></u></p> <p><b><i>Note: No excessive reading from your slides or note cards will be allowed.</i></b></p>		
Weekly Reflection Paper	Points will be awarded for the completion of a weekly Reflection paper that contains the following: a) What did I learn from this class? b) How does this week's course content influence my professional and personal behavior and attitudes? and c) has this week's content impacted me in some way in my professional and/or personal past? The Reflection paper should be approximately one page in length using a 12 pt font, one-inch margins and double spaced throughout. Use good writing and grammar.	15 pts (5 @ 3 pts each)	1, 2, 3, 6 and 7
Professional Organization Membership	As part of the course, Ethical and Professional Issues in Counseling (PSY 601), all students are <b>required to join a professional organization</b> . 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 <u><b>seventh week of class, or you will fail the PSY 601 Course (MSCP Policy).</b></u>	Credit/No Credit	5 and 6
Guided Activity	In your areas of focus, your group will experience a guided activity and present your outcomes by the end of class on November 7, 2018.	15 pts	1, 2, 3, 4, 6, and 7
Case Study Discussion	Each student will develop and write an ethical dilemma case study using the topic of their choice. Use the 8 step decision making model to work through your dilemma. Your dilemma should use a current contemporary issue, preferably in your discipline path.	15 pts	1, 2, 3, 4, 6 and 7

<p>Interview Summary Paper and Presentation</p>	<p>You will be required to interview a professional working as a counselor or directly supervising counselors regarding the types of ethical issues they find to be prominent in their work, as well as the ethical practices to which they adhere. You should select someone whom you consider to be a positive role model for your own personal practice, as well as someone who would be comfortable in sharing their thoughts with you on this topic. The interview itself is estimated to take no more than 1 hour. A typed summary (no minimum or maximum amount of pages are required) of this interview will be completed.</p> <p>The questions listed below are intended to be only a general set of guidelines to stimulate more in-depth exploration regarding the ethical practice of the role model you selected in the community for this assignment. Therefore, it is expected and encouraged that you will supplement these ideas with more specific questions that occur to you in response to either areas of interest particular to your specialty area in counseling, the specific setting in which the counselor is practicing, more in-depth, detailed probe-type questions to encourage your subject to elaborate on such aspects as something they have mentioned or to give a specific example of what they have generally described. You are not required to use these questions, but are encouraged to plan for this experience by pre-preparing a set of "starter" questions to meet your personal needs.</p> <p>Do not forget to use your interviewing skills to encourage exploration by your subject. The object is to explore how an admired practitioner thinks about, processes and experiences the ethical dimensions of their work in "the real world".</p> <p><b><u>Questions/Topics for Inquiry</u></b></p> <ol style="list-style-type: none"> <li>1. What is your practice like generally? What types of clients and client issues do you see? What types of techniques or approaches do you use often?</li> <li>2. What types of ethical problems or issues do you see in your practice, and how often do they occur?</li> <li>3. Have you seen this pattern change over the time frame in which you have been in the field?</li> <li>4. What type(s) of approaches do you take to problem solve or address ethical dilemmas that arise in your practice?</li> <li>5. What resources do you find helpful in this process, and how do/would you use them?</li> <li>6. In other aspects of the professional service network (exclusive or your practice/institution) how have your clients' experiences been in terms of the levels of ethics practices to which they have been exposed? If they have had problems, what types of situations have been involved, and how aware and well equipped have your clients been to deal with them? Have you assisted in this area?</li> <li>7. How do you find the following factors impacting the type/level/ or quality of your ethics practices (be as specific or general as</li> </ol>	<p>20 points</p>	<p>2, 3, 6, and 7</p>
-------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	-----------------------

	seems appropriate): legal constraints/risk management concerns/institutional policies & procedures 8. How much and/or what types of formal preparation (in graduate school, continuing education, or in-services) have you received to assist you in learning the knowledge and skills relevant to ethical practice? Do you think it was adequate? How would you add to it or modify it? 9. Who is/was the best role model of ethical practice for you in your career and how did they teach or influence you? 10. How big a concern to you think ethical dimension will be in the future of your practice and do you see any changes in the field emerging that will need to be accommodated in the future practice of the field? 11. What would be the one "best piece of advice" you would give the new practitioner about ethics and the practice of counseling from your accumulated experience? A new client, if you could/would speak frankly?		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**Total Possible Points = 100**

#### Grading

**A = 90+**

**B = 80-89**

**C = 79 and below = Class Fail**

***All assignments will be collected at the start of class. Late submissions are not accepted and will earn a 0. Presentations cannot be made up. The Professional Organization Membership assignment will not be accepted late. Please submit that as early as possible.***

#### Attendance

**If you miss more than one class, regardless of reason, you will be given a "C" and you must retake the class.(Graduate programs policy)**

#### 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.

#### TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone [808.735.4845](tel:808.735.4845)

**PSY 601**  
**Tentative Course Schedule**

<b>Date</b>	<b>Focus</b>	<b>Readings (this week)</b>	<b>Due (this class)</b>
Week 1 04/10/19	<ul style="list-style-type: none"> <li>▪ Welcome, Introductions, Course Syllabus review</li> <li>▪ Graded content overview</li> <li>▪ Chapter presentation selection</li> </ul>	Chapters 1, 2	N/A
Week 2 04/17/19	<ul style="list-style-type: none"> <li>▪ Chapter 1</li> <li>▪ Chapter 2</li> <li>▪ Activity</li> <li>▪ Case Study</li> </ul>	Chapters 3, 4	<b>Reflection Chapters 1, 2</b>
Week 3 04/24/19	<ul style="list-style-type: none"> <li>▪ Chapter 3</li> <li>▪ Chapter 4</li> </ul>		<b>Reflection Chapters 3, 4</b>
Week 4 05/01/19	<ul style="list-style-type: none"> <li>▪ Case Study</li> </ul>	Chapters 5, 6, 7	<b>Case Study Due</b>
Week 5 05/08/19	<ul style="list-style-type: none"> <li>▪ Chapter 5 Presentation</li> <li>▪ Chapter 6 Presentation</li> <li>▪ Chapter 7 Presentation</li> </ul>	Chapters 8, 9, 10	<b>Reflection Chapters 5, 6, 7</b>
Week 6 05/15/19	<ul style="list-style-type: none"> <li>▪ Chapter 8</li> <li>▪ Chapter 9</li> <li>▪ Chapter 10 Presentation</li> </ul>	Chapters 11, 12, 13	<b>Reflection Chapters 8, 9, 10</b>
Week 7 05/22/19	<ul style="list-style-type: none"> <li>▪ Chapter 11 Presentation</li> <li>▪ Chapter 12 Presentation</li> <li>▪ Chapter 13 Presentation</li> </ul>		<b>Reflection Chapters 11, 12, 13</b>  <i>Professional Organization Membership Due</i>
Week 8 05/29/19	<ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>		<b>Final Exam</b>
Week 9 06/05/19	<ul style="list-style-type: none"> <li>• <b>Guided Activity</b></li> </ul>		<b>Guided Activity Interview Writeup Due</b>
Week 10 06/12/19	<ul style="list-style-type: none"> <li>• <b>Interview Presentations</b></li> </ul>		<b>Interview Presentation</b>

### **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.*

### 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>



**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:

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

- **Membership Advantages**

Some of the advantages of joining an organization include:

- networking,
- continuing education units (CEUs),
- workshops and training,
- standards and ethical guidelines for the counseling profession.
- 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 **professionalliability 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.**

► Some 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.**

### **Professional Organization Membership: Estimated Costs**

*Costs were estimated on 9/24/2017*

#### **Marriage & Family Emphasis Students:**

[www.aamft.org](http://www.aamft.org) Student membership includes liability insurance at no additional cost. \$63 plus state membership of \$10 automatic when you join. Total of \$73

#### **Community Mental Health Counseling Emphasis Students:**

[www.counseling.org](http://www.counseling.org) American Counseling Association—Student membership includes liability insurance at no additional cost. Cost \$102 per year.

#### **School Counseling Emphasis Students:**

[www.schoolcounselor.org](http://www.schoolcounselor.org) American School Counselor Association—Student membership includes liability insurance at no additional cost. Cost \$69 per year.

### **Steps in Making Ethical Decisions**

According to Corey, Corey and Callahan (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., & Callahan, P. (2011). *Issues and ethics in the helping professions*. (8<sup>th</sup> Ed.). Belmont, CA.: Brooks/Cole.