



**PSY 601-02-3**

**Ethical and Professional Issues in Counseling**

**Fall Masters 2019**

**10/10/2019 – 12/12/2019**

**Instructor: Kacie Cohen, NCC, LMHC**

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**Office: Behavioral Science #108**

**Office Hours: By Appointment Only**

**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.

**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.

### **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)**

### **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.

*Chaminade University Graduate Catalog 2019/2020, pg. 30-31*

### **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 the Counseling Center at **808- 735-4845** to make an appointment 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 recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. 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, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator.

**Should you want to report to a confidential source you may contact the following:**

**Counseling Center: 808-735-484**

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## **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.

*The above quotes were taken directly from:* 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.

*The above quotes were taken directly from:* 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.

*The above quotes were taken directly from:* 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.

*The above quotes were taken from:* <http://allpsych.com/researchmethods/replication.html>



## **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.

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

A = 90-100%

B = 80-89 %

C = 70-79%

**Assessment**

Student performance, relative to the Student Learning Outcomes (SLO) stated above will be assessed throughout all class discussions & case study (scored by rubric), presentations, Mid-Term & Final, and Media Paper (scored by rubric). You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Assignments, Presentations, and Papers	Description	Points	Applicable SLO
<b>Take-Home Quiz</b>	Answer the following questions: <ol style="list-style-type: none"> <li>1. What is a credential?</li> <li>2. What is a license?</li> <li>3. What are the benefits of a credential?</li> <li>4. What are the benefits of a license?</li> <li>5. What are the requirements to obtain a National Certified Counselor (NCC) credential?</li> <li>6. How do you become a Licensed Mental Health Counselor (LMHC) (aka. Licensed Professional Counselor) in the State of Hawaii?</li> <li>7. How do you become a Licensed Marriage and Family Therapist (LMFT) in the State of Hawaii?</li> <li>8. How do you become a Licensed K-12 School Counselor in the State of Hawaii?</li> </ol>	24 points	4, 5 and 6
<b>Chapter Reflections and Case Study Discussions</b>	Each week you will be asked to share your reflections and responses for each of the chapter's learning outcomes, question, and/or ethical dilemmas (cases). The purpose is to identify and assess student learning of SLO's, exemplify personal and professional disposition, and understanding of professional and ethical responsibilities relevant to the field. <p><b>**See Ethics Rubric</b></p> Each response per chapter should have a minimum of 300 words, Times roman, and 12 point font. Student will share responses in class and hold a discussion evaluating their cases.	110 points (11 @ 10 pts each)	1, 2, 3, 6 and 7
<b>Chapter Presentations</b>	You will be responsible for presenting one chapter in the Issues and Ethics in the Helping Professions (10 <sup>th</sup> . ed.) textbook. Each presentation should include, but not be limited to, the following:	100 Points	1, 2, 3, 6 and 7



- 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. *In place of the role-play, a video clip that depicts the applicable ethical dilemma can be used.*
- What are the key elements of the chapter?
- What are the key terms introduced in this chapter?
- What issues were brought up in this chapter?
- Were any key theories introduced in this chapter?
- What laws would be applicable to your chapter's topic(s)?
- Are there any differences in the ethical guidelines referenced in this chapter when looking at various organizations' code of ethics?
- Does your chapter apply to all cultures? Please elaborate on why you think this way.
- Debrief your role-play activity/video clip.
- 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.
- 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....

Your presentation should be approximately 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.

*In addition, you will provide your peers with a, no more than, one-page "study guide" on your chapter.*

*Note: No excessive reading from your slides or note cards will be allowed. You can use note cards, but you will not be allowed to read off of them for any extended*

	<i>period of time. Remember, your presentation is an aid, not your script.</i>		
<b>Case Study Discussion</b>	Each student will develop and write an ethical dilemma case study using the topic of their choice. Use the decision making model to work through dilemma. Your dilemma should use a current contemporary issue, <b>preferably</b> in their discipline path.	15 pts	1, 2, 3, 4, 6 and 7
<b>Ethics Media Paper</b>	<p>Movie vignettes can offer ethical dilemmas in the areas of (Dual Relationships, Self-Disclosure, Out of Office Experiences, and Confidentiality). After viewing a movie from the selections offered; you will use ACA's Ethical Decision Making Model and respond to specific questions. This paper is intended assess your own ethical vales and the social context of problems, recognize how different ethical perspective might be applied to ethical dilemmas, consider and evaluate alternative actions, while giving you practice in using the Ethical Decision Making Model.</p> <p><b>**See Ethical Considerations Rubric</b></p> <p><b>The Reflection paper should be approximately 2 pages in length using a 12 pt font Times Roman, one-inch margins and double spaced.</b></p>	100 pts	1, 2, 3, 4, 6 and 7
<b>Self-Awareness and Mental Health Professionals Essay</b>	The students will practice on becoming more self-aware about understanding of how their own needs, successes, failures, habits, morals, and values etc. that makes them who they are. Through reading journal articles and self-reflective practices the students will write an essay answering specific questions and topics guiding them to become more conscious about their thoughts and actions and how it relates to the mental health profession.	100 pts	2, 3, 6, 7

**Tentative Course Schedule**

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none"> <li>▪ <b>Welcome, Introductions, Course Syllabus review</b></li> <li>▪ <b>Chapter 1 Overview</b></li> <li>▪ 1-1 Identify common themes of ethics codes.</li> <li>▪ <input type="checkbox"/> 1-2 Understand the limitations of codes of ethics.</li> <li>▪ <input type="checkbox"/> 1-3 Describe three objectives fulfilled by codes of ethics.</li> <li>▪ <input type="checkbox"/> 1-4 Explain the difference between law and ethics.</li> <li>▪ <input type="checkbox"/> 1-5 Differentiate between aspirational ethics and mandatory ethics.</li> <li>▪ <input type="checkbox"/> 1-6 Compare principle ethics and virtue ethics.</li> <li>▪ <input type="checkbox"/> 1-7 Apply the six moral principles to ethical dilemmas.</li> <li>▪ <input type="checkbox"/> 1-8 Recognize the steps in working through an ethical dilemma.</li> <li>▪ <input type="checkbox"/> 1-9 Assess your attitudes and beliefs pertaining to a range of ethical and professional issues addressed in this book.</li> <li>▪ Review of “What would you do?”</li> <li>▪ <b>Complete Self-Assessment pg. 24- 32</b></li> </ul>	Chapter 1	N/A
Week 2	<p><b>Self-Awareness and Mental Health Professionals Essay</b>  <b>Ethics and Media Paper</b>  <b>Quiz Due Week 3</b></p>		
Week 3	<ul style="list-style-type: none"> <li>▪ <b>Practice Ethical Decision Making</b></li> <li>▪ <b>Chapter 2: The Counselor as a Person and as a Professional</b></li> <li>▪ <b>Complete Chapter 2 Self Inventory Pg. 38</b></li> <li><input type="checkbox"/> 2-1 Appreciate the role of counselor self-awareness in ethical practice.</li> <li><input type="checkbox"/> 2-2 Provide a rationale for the importance of personal therapy for counselors.</li> <li><input type="checkbox"/> 2-3 Clarify how countertransference can be an ethical concern.</li> <li><input type="checkbox"/> 2-4 View client dependence as a potential ethical problem.</li> </ul>	Chapters 2-3	<p><b>Self-Awareness and Mental Health Professional Essay</b>  <b>Self-Assessment Quiz</b>  <b>Weekly Reflections</b></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2-5 Describe the main sources of stress that counselors must address.</li> <li><input type="checkbox"/> 2-6 Understand how stress can lead to therapist impairment.</li> <li><input type="checkbox"/> 2-7 Develop a personal strategy for ongoing self-care.</li>   <li>▪ <b>Chapter 3: Values and the Helping Relationship</b></li> <li><input type="checkbox"/> 3-1 Clarify how therapist values operate in the counseling process.</li> <li><input type="checkbox"/> 3-2 Better understand the ethical issues involved in imposing therapist values.</li> <li><input type="checkbox"/> 3-3 Identify appropriate reasons for a referral of a client to another professional.</li> <li><input type="checkbox"/> 3-4 Describe what is meant by discriminatory referrals.</li> <li><input type="checkbox"/> 3-5 Comprehend the implications of recent court cases addressing discriminatory referrals.</li> <li><input type="checkbox"/> 3-6 Recognize when supervision may be needed to address value concerns.</li> <li><input type="checkbox"/> 3-7 Assess value conflicts regarding sexual attitudes and behavior.</li> <li><input type="checkbox"/> 3-8 Reflect on values pertaining to abortion.</li> <li><input type="checkbox"/> 3-9 Critically examine a variety of case examples on value situations.</li> <li><input type="checkbox"/> 3-10 Understand the role of spiritual/religious values in counseling.</li> <li><input type="checkbox"/> 3-11 Explore values pertaining to end-of-life decisions.</li> <li>• <b>Videos: “What Would You Do Activity?”</b></li> <li><b>Class Discussions</b></li> </ul>		
Week 4	<ul style="list-style-type: none"> <li>▪ <b>Practice Ethical Decision Making and Class Discussions</b></li>   <li>▪ <b>Chapter 4: Multicultural Perspectives and Diversity Issues</b></li> <li><input type="checkbox"/> 4-1 Understand basic terminology related to multiculturalism and diversity.</li> <li><input type="checkbox"/> 4-2 Identify how cultural encapsulation is an ethical matter.</li> <li><input type="checkbox"/> 4-3 Examine ethics codes from a multicultural/diversity and social justice perspective.</li> <li><input type="checkbox"/> 4-4 Evaluate a range of cultural values and assumptions in therapy.</li> </ul>	Chapters 4-5	<b>Weekly Reflection Due Chapter 2 Self Inventory Pg. 38</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> 4-5 Explore ethical issues pertaining to sexual orientation.</li> <li><input type="checkbox"/> 4-6 Understand ethical issues in working with people with disabilities.</li> <li><input type="checkbox"/> 4-7 Clarify when matching of client and counselor is important.</li> <li><input type="checkbox"/> 4-8 Explain how unintentional racism and microaggressions affect clients.</li> <li><input type="checkbox"/> 4-9 Discuss what is involved in developing multicultural competence.</li> </ul> <p>▪ <b>Chapter 5: Client Rights and Counselor Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5-1 Explain what is involved in the informed consent process.</li> <li><input type="checkbox"/> 5-2 Describe the basic content of an informed consent document.</li> <li><input type="checkbox"/> 5-3 Understand a counselor’s responsibility in record-keeping.</li> <li><input type="checkbox"/> 5-4 Explore ethical issues related to online counseling.</li> <li><input type="checkbox"/> 5-5 Identify some legal issues and risk management strategies for providing online counseling.</li> <li><input type="checkbox"/> 5-6 Discuss ethical issues in working with minors.</li> <li><input type="checkbox"/> 5-7 Address issues regarding suspected unethical behavior of colleagues.</li> <li><input type="checkbox"/> 5-8 Clarify what is involved in the concept of malpractice.</li> <li><input type="checkbox"/> 5-9 Examine the basis for malpractice liability in the therapy profession.</li> <li><input type="checkbox"/> 5-10 Delineate practical strategies for risk management.</li> <li><input type="checkbox"/> 5-11 Understand an appropriate course of action in dealing with a malpractice complaint.</li> </ul> <p>• <b>Videos: “What Would You Do Activity?”</b> <b>Class Discussions</b></p>		
Week 5	<ul style="list-style-type: none"> <li>▪ <b>Mid-Term Examination</b> (Chapters 1 – 7)</li> <li>▪ <b>Practice Ethical Decision Making and Class Discussions</b></li> <li>• <b>Videos: “What Would You Do Activity?”</b> <b>Class Discussions</b></li> </ul>		<b>Mid-Term Examination</b>

<p>Week 6</p>	<ul style="list-style-type: none"> <li>▪ <b>Practice Ethical Decision Making and Class Discussions</b></li>   <li>▪ <b>Chapter 6: Confidentiality: Ethical and Legal Issues</b> <ul style="list-style-type: none"> <li>□ 6-1 Differentiate between confidentiality, privacy, and privileged communication.</li> <li>□ 6-2 Clarify the purpose and limitations of confidentiality.</li> <li>□ 6-3 Identify privacy issues with telecommunications devices.</li> <li>□ 6-4 Understand the implications of HIPAA for mental health providers.</li> <li>□ 6-5 Explain the distinction between duty to warn and duty to protect.</li> <li>□ 6-6 Recognize landmark court cases and implications for practice.</li> <li>□ 6-7 Describe guidelines for dealing with dangerous clients.</li> <li>□ 6-8 Explain the implications of duty to warn and to protect for school counselors.</li> <li>□ 6-9 Evaluate ethical and legal duties pertaining to suicide.</li> <li>□ 6-10 Delineate guidelines for assessing suicidal behavior.</li> <li>□ 6-11 Understand the duty to protect children, dependent adults, and the elderly from harm, abuse, and maltreatment.</li> <li>□ 6-12 Discuss several confidentiality issues in HIV/AIDS counseling.</li> </ul> </li>   <li>• <b>Chapter 7: Managing Boundaries and Multiple Relationships</b> <ul style="list-style-type: none"> <li>□ 7-1 State the ethical guidelines regarding dual or multiple relationships.</li> <li>□ 7-2 Appreciate various perspectives on multiple relationships.</li> <li>□ 7-3 Identify factors to consider before entering into a multiple relationship.</li> <li>□ 7-4 Differentiate between boundary crossings and boundary violations.</li> <li>□ 7-5 Critically evaluate the controversies on boundary issues.</li> <li>□ 7-6 Understand ethical challenges in managing multiple relationships in small communities.</li> </ul> </li> </ul>	<p>Chapters 7-6</p>	<p><b>Weekly Reflection Due</b></p>
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> 7-7 Explore the pros and cons of bartering for professional services.</li> <li><input type="checkbox"/> 7-8 Formulate guidelines on receiving gifts from clients.</li> <li><input type="checkbox"/> 7-9 Describe ethical issues regarding forming social relationships with current or former clients.</li> <li><input type="checkbox"/> 7-10 Articulate guidelines for dealing with sexual attractions in the therapy relationship.</li> <li><input type="checkbox"/> 7-11 Recognize the ethical and legal aspects of sexual misconduct.</li> <li><input type="checkbox"/> 7-12 Clarify guidelines for the use of touch in the therapy relationship.</li> <li>• <b>Videos: “What Would You Do Activity?”</b></li> <li>• <b>Class Discussions</b></li> </ul>		
Week 7	<ul style="list-style-type: none"> <li>▪ <b>Practice Ethical Decision Making and Class Discussions</b></li> <li>▪ <b>Chapter 8: Professional Competence and Training</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 8-1 Clarify how therapist competence is an ethical issue.</li> <li><input type="checkbox"/> 8-2 Describe what is involved in the assessment of competence.</li> <li><input type="checkbox"/> 8-3 Ascertain when and how to make referrals.</li> <li><input type="checkbox"/> 8-4 Examine ethical issues in training therapists.</li> <li><input type="checkbox"/> 8-5 Understand the basis of screening candidates in training programs.</li> <li><input type="checkbox"/> 8-6 Recognize how to evaluate knowledge, skills, and personal functioning of trainees.</li> <li><input type="checkbox"/> 8-7 Describe the gatekeeping role of faculty in promoting competence.</li> <li><input type="checkbox"/> 8-8 Explore issues involved in dismissing students for nonacademic reasons.</li> <li><input type="checkbox"/> 8-9 Articulate the purpose of licensing and credentialing.</li> <li><input type="checkbox"/> 8-10 Gain a greater appreciation of the role continuing education plays in maintaining competence.</li> </ul> </li> <li>• <b>Videos: “What Would You Do Activity?”</b></li> <li>• <b>Class Discussions</b></li> </ul>	Chapters 8-9	<b>Weekly Reflection Due</b>
Week 8	<ul style="list-style-type: none"> <li>▪ <b>Practice Ethical Decision Making and Class Discussions</b></li> </ul>	Chapter 10-11	<b>Weekly Reflection Due</b>

	<ul style="list-style-type: none"> <li>• <b>Chapter 10: Issues in Theory and Practice</b> <ul style="list-style-type: none"> <li>□ 10-1 Articulate how developing a counseling style relates to ethical practice.</li> <li>□ 10-2 Understand the ethical issues involved in using techniques.</li> <li>□ 10-3 Grasp the ethical, clinical, and cultural issues in assessment and diagnosis.</li> <li>□ 10-4 Describe the theoretical perspectives on assessment and diagnosis.</li> <li>□ 10-5 Explain the arguments for diagnosis.</li> <li>□ 10-6 Clarify the arguments against diagnosis.</li> <li>□ 10-7 Identify ethical and legal issues in diagnosis.</li> <li>□ 10-8 Examine cultural issues in assessment and diagnosis.</li> <li>□ 10-9 Understand the practice of using tests in counseling.</li> <li>□ 10-10 Comprehend the ethical issues pertaining to evidenced-based therapy practice.</li> </ul> </li>   <li>• <b>Chapter 11: Ethical Issues in Couples and Family Therapy</b> <ul style="list-style-type: none"> <li>□ 11-1 Understand the basic premises involved in the systems theory perspective.</li> <li>□ 11-2 Identify key ethical standards in working with couples and families.</li> <li>□ 11-3 Understand the role of informed consent in couples and family therapy.</li> <li>□ 11-4 Describe some contemporary professional issues in couples and family therapy.</li> <li>□ 11-5 Clarify how therapist values can be an ethical issue in couples and family work.</li> <li>□ 11-6 Explain the themes involved in gender-sensitive couples and family therapy.</li> <li>□ 11-7 Recognize and understand the responsibilities of couples and family therapists.</li> <li>□ 11-8 Appreciate the complexity of confidentiality in family therapy.</li> </ul> </li> </ul>		
Week 9	• <b>Case Study Discussions exercise</b>	Chapter 12-13	<b>Case Study Due</b>

	<ul style="list-style-type: none"> <li>• <b>Chapter 12: Ethical Issues in Group Work</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 12-1 Grasp the key ethical aspects in the training and supervision of group leaders.</li> <li><input type="checkbox"/> 12-2 Explain ethical issues in diversity training for group workers.</li> <li><input type="checkbox"/> 12-3 Describe guidelines for multicultural and social justice competence in group work.</li> <li><input type="checkbox"/> 12-4 Recognize some ethical considerations involved in coleadership of groups.</li> <li><input type="checkbox"/> 12-5 Discuss ethical issues in forming a group.</li> <li><input type="checkbox"/> 12-6 Identify ethical issues in screening and selecting members of a group.</li> <li><input type="checkbox"/> 12-7 Clarify ethical issues in working with involuntary group members.</li> <li><input type="checkbox"/> 12-8 Delineate some psychological risks involved in group participation.</li> <li><input type="checkbox"/> 12-9 Understand the role and limitations of confidentiality in groups.</li> <li><input type="checkbox"/> 12-10 Summarize privacy and confidentiality issues involved with social media in group work.</li> <li><input type="checkbox"/> 12-11 Describe what is involved in ethical and effective termination in group work.</li> <li><input type="checkbox"/> 12-12 Differentiate between evidence-based practice and practice-based evidence in group work.</li> </ul> </li> </ul>	Review for Final (chapters 1-13)	<b>Weekly Reflection Due</b>
Week 10	<ul style="list-style-type: none"> <li>▪ <b>Final Examination</b> (Chapters 1 – 13)</li> </ul>		<b>Last day to submit I Ethics and Media Paper</b>  <b>Final Examination</b>