



**Chaminade University - Honolulu**  
**PSY 601 Ethical and Professional Issues in Counseling**  
**Winter Masters: January 11, 2021 – March 19, 2021**

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By Appointment Only

**Texts:** Corey, G., Corey, M.S., and Corey, C. *Issues and ethics in the helping professions.* (10th Ed.). Belmont, CA.: Brooks/Cole. 2019.

**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 and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations.

Note: It is a program requirement that all students in PSY 601 obtain membership in a professional organization to be maintained throughout their time in the program.

**Program Linking Statement**

This course develops and assesses the skills and competencies for the MSCP program core student-learning outcome of: student will 1) Identify core counseling theories, principles, concepts, techniques and facts; 2) Demonstrate the ability to facilitate the counseling process with clients and 3) Identify the relationship between adaptation and change and the counseling process.

***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,***

**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.

**Articulation of Characteristics and Values**

PSY 601 Ethical and Professional Issues in Counseling is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students gain knowledge in ethical and legal issues and apply them to counseling. Ethical dilemmas cover “gray areas” where decision making isn’t polarized. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through weekly dyads, discussions, and assignments, the attributes above will be demonstrated.

**Recommended Resources:**

- 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)
- So you have an Ethical Dilemma?: [https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster\\_fa.pdf?sfvrsn=2](https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster_fa.pdf?sfvrsn=2)
- American Counseling Association Practitioner's Guide to Ethical Decision Making: [https://www.counseling.org/docs/default-source/ethics/practitioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=f9e5482c\\_10](https://www.counseling.org/docs/default-source/ethics/practitioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=f9e5482c_10)

### **MSCP Core Program Learning Outcomes (PLOs)**

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

### **Student Learning Outcomes**

Students will demonstrate an understanding of:

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

### **ACA Ethical guidelines for Self-Care and Self-Monitoring**

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

### **ACA 2014 Code of Ethics**

#### **Section C: Professional Responsibility**

##### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

##### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

## **Students With Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. Effective August 1, 2020, Kōkua 'Ike: Center for Student Learning (Kōkua 'Ike), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of a disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:

- Kristin Hirata, Tutor Coordinator
- Email: [kristin.hirata@chaminade.edu](mailto:kristin.hirata@chaminade.edu)
- Phone: 808-739-8305

For general inquiries email: [ada@chaminade.edu](mailto:ada@chaminade.edu)

## **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:

**Personal Counseling Center: 808-735-4845**

## **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 directly 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, 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.

### **Attendance**

**This course is an asynchronous online course. Attendance is based off of completed and submitted assignments for the week.**

### **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.

### **Class structure**

This course is an online asynchronous format comprised of chapter presentations, role-plays, and discussions to demonstrate knowledge expertise in the subject and concept of professionalism and ethics. Throughout the course, students will complete chapter reflections, study video and article case studies to stimulate discussion and critical thinking, and engage in self-reflection and self-awareness practices to encourage mindfulness to identify any existing biases. The course will end with a cumulative final exam, covering all chapters of material covered in this class to assess retention of information.

We will be using class discussions via our online Learning Management System Canvas. In order to have informed discussions, students must complete the readings prior to posting any discussion material. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading, ethical decision making, video material, dyads, and reflection so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared with questions and reflections.

**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video from some external websites or files posted within this course in the Doc Sharing section. You should have access to speakers or headphones that allow you to hear audio. It is not recommended that you take this class if you will not have reliable internet access.

**Software Requirements:** You will need to have some ability play videos (via Real Player, Media Player, or similar) as well as Acrobat Reader in order to read .pdf files. These can be downloaded without additional costs.

### **Grading Scale**

Final grades will be determined based on the following percentages:

<u>Assignment</u>	<u>Points</u>
Who am I Exercise	5
Professional Organization Membership*	10
Journal Articles	10 (2 @ 5 pts each)
Credentials & Licenses Quiz	25
Weekly Reflections	30 (6 @ 5 pts each)
Dyads and Participation	50 (5 dyads @ 5pts and 5 participation @ 5pts)
Chapter Presentations	100
Case Study	15
Ethics Media Paper	100
Self-Awareness Essay	100
Mid-term	100
Final Exam	100
Total Points =	645

A = 90-100%

B = 80-89%

C = 70-79%

*\*PSY 601 requires students to have proof of liability insurance. 50% of your total points will be deducted if proof of insurance is not submitted.*

**All assignments are due on the Friday of the week by 11:59pm Hawaii Standard Time. Late**

**submissions are not accepted. Presentations cannot be made up.**

**Assessment**

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed through all class discussions & case study (scored by rubric), dyads, dyad participation, presentations, midterm, 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
<p><b>Who am I Exercise</b></p>	<p>This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. <i>Please do not submit an attached document.</i> Submit your response straight to Canvas so we can all access your work easily.</p> <ul style="list-style-type: none"> <li>• Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you. If you choose this option, you'll need to share a little on why you picked the image that you did.)</li> <li>• What name would you like to be addressed with?</li> <li>• What is your emphasis in the MSCP program?</li> <li>• Why are you in the MSCP program and what are your career goals?</li> <li>• What experience(s) do you have with the counseling field and/or helping professions?</li> <li>• What is something interesting about you?</li> </ul> <p>Your response will be submitted in a Canvas Discussion thread. If you choose to submit a video response instead, you can do so using Canvas's submit a video response feature. Please embed the video in your response instead of attaching it so we can all access the video easier</p>	<p>5 pts</p>	<p>N/A</p>
<p><b>Professional Organization Membership</b></p>	<p>It is a program requirement that all students in PSY 601 obtain membership in a professional organization for liability insurance to be maintained throughout their time in the program.</p> <p>Although some of you have already submitted your Professional Organization Membership in order to register, it is a requirement to have proof of insurance for PSY 601. <b>50% of your total points will be deducted if proof of insurance is not submitted.</b></p>	<p>10 pts</p>	<p>3, 5</p>

<b>Credential and Licenses Quiz</b>	<p>Answer the following questions:</p> <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>	25 pts	4, 5 and 6
<b>Journal Articles</b>	<p>You will read the journal articles Importance of Self-Awareness and Self-Care: An Ethical Imperative for Helping Professionals. Reflect and respond to the questions in the assignment in Canvas. The purpose is to identify your strengths, areas of improvement, values, and how it relates to your development as a counselor.</p>	10 pts (2 @ 5 pts each)	6 and 7
<b>Weekly Reflections</b>	<p>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> <p><b>**See Ethics Rubric</b></p> <p>Each response per chapter should have a minimum of 300 words, Times roman, and 12 point font.</p>	30 pts (6 @ 5 pts each)	1, 2, 3, 6 and 7
<b>Dyads and Participation Points</b>	<p>Each week you will be assigned an ethical dilemma to role-play with a partner. Record your role-play and submit it to Canvas for the class to view.</p> <p>For Dyad Participation Points you will respond to at least two of your classmate's dyads and utilize the steps to ethical decision making.</p> <p>The dyads and participation will be posted to a Canvas discussion.</p> <p><i>X-FACTOR Elements: Cultural Diversity &amp; Inclusivity, Community and Ohana, and Justice. Students will develop and gain knowledge on ethical and legal issues in the helping professions. Using the Ethical Decision Making model students will apply gained knowledge</i></p>	50 pts (5 dyads @ 5 pts and 5 participation @ 5 pts)	2, 3, 4, 7



	<p><i>through role-play, and dyads in response to client ethical dilemmas. Understanding ethical dilemmas and multiple perspectives plays a role in the student's own self-awareness by looking at personal beliefs, values, and morals that guide their own decision making.</i></p>		
<p><b>Chapter Presentations</b></p>	<p>Chapter presentations will be <u>recorded and uploaded</u> into a Canvas discussion. Chapter presentations will be due on the week reflected in the syllabus. 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:</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. In place of the role-play, a video clip that depicts the applicable ethical dilemma can be used.</li> <li>• What are the key elements of the chapter?</li> <li>• What are the key terms introduced in this chapter?</li> <li>• What issues were brought up in this chapter?</li> <li>• Were any key 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 organizations' code of ethics?</li> <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>100 pts</p>	<p>1, 2, 3, 6 and 7</p>

	<p>Your presentation should be approximately 30 minutes in length. A PowerPoint or Prezi presentation is required. PowerPoint and Prezi (sign up for an education account using your CUH email) both allow voice over recording on slides. You can also record your screen share of your presentation using Zoom. 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 presentation 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, no more than, one-page "study guide" on your chapter.</i></u></p> <p><i>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 period of time. Remember, your presentation is an aid, not your script.</i></p>		
<p><b>Case Study</b></p>	<p>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.</p> <p>Case studies will be discussed in class on the week specified in the syllabus. See Canvas for more details.</p>	<p>15 pts</p>	<p>1, 2, 3, 4, 6 and 7</p>
<p><b>Ethics Media Paper</b></p>	<p>Movie vignettes can offer ethical dilemmas in the areas of (Dual Relationships, Self-Disclosure, Out of Office Experiences, Confidentiality, etc.). 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 values 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 Rubric</b></p> <p><b>The Reflection paper should be approximately 2 pages in length using a 12 pt font Times Roman or Arial, one-inch margins and double spaced.</b></p>	<p>100 pts</p>	<p>1, 2, 3, 4, 6 and 7</p>

<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, their development as a counselor, and their ethical decision making.	100 pts	2, 3, 6, 7
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## 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> <ul style="list-style-type: none"> <li>1-1 Identify common themes of ethics codes.</li> <li>1-2 Understand the limitations of codes of ethics.</li> <li>1-3 Describe three objectives fulfilled by codes of ethics.</li> <li>1-4 Explain the difference between law and ethics.</li> <li>1-5 Differentiate between aspirational ethics and mandatory ethics.</li> <li>1-6 Compare principle ethics and virtue ethics.</li> <li>1-7 Apply the six moral principles to ethical dilemmas.</li> <li>1-8 Recognize the steps in working through an ethical dilemma.</li> <li>1-9 Assess your attitudes and beliefs pertaining to a range of ethical and professional issues addressed in this book.</li> </ul> </li> <li>▪ <b>Complete Self-Assessment pg. 24- 32</b></li> <li>▪ <b>Chapter Sign Ups</b></li> </ul>	Chapter 1	<p><b>Who am I Exercise</b></p> <p><b>Sign Up for Chapter Presentation</b></p>
Week 2	<ul style="list-style-type: none"> <li>▪ <b>Self-Awareness</b></li> <li>▪ <b>Importance of Self-Awareness</b></li> <li>▪ <b>Self-Care: An Ethical Imperative for Helping Professionals</b></li> <li>▪ <b>Credentials &amp; Licenses</b></li> </ul>		<p><b>Credentials &amp; Licenses Quiz Due</b></p> <p><b>Importance of Self-Awareness</b></p> <p><b>Self-Care: An Ethical Imperative for Helping Professionals</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> <ul style="list-style-type: none"> <li>2-1 Appreciate the role of counselor self-awareness in ethical practice.</li> <li>2-2 Provide a rationale for the importance of personal therapy for counselors.</li> <li>2-3 Clarify how countertransference can be an ethical concern.</li> <li>2-4 View client dependence as a potential ethical problem.</li> </ul> </li> </ul>	Chapters 2-3	<p><b>Self-Awareness and Mental Health Professional Essay</b></p> <p><b>Weekly Reflections 1</b></p> <p><b>Dyad 1</b></p>

	<p>2-5 Describe the main sources of stress that counselors must address.</p> <p>2-6 Understand how stress can lead to therapist impairment.</p> <p>2-7 Develop a personal strategy for ongoing self-care.</p> <p>▪ <b>Chapter 3: Values and the Helping Relationship</b></p> <p>3-1 Clarify how therapist values operate in the counseling process.</p> <p>3-2 Better understand the ethical issues involved in imposing therapist values.</p> <p>3-3 Identify appropriate reasons for a referral of a client to another professional.</p> <p>3-4 Describe what is meant by discriminatory referrals.</p> <p>3-5 Comprehend the implications of recent court cases addressing discriminatory referrals.</p> <p>3-6 Recognize when supervision may be needed to address value concerns.</p> <p>3-7 Assess value conflicts regarding sexual attitudes and behavior.</p> <p>3-8 Reflect on values pertaining to abortion.</p> <p>3-9 Critically examine a variety of case examples on value situations.</p> <p>3-10 Understand the role of spiritual/religious values in counseling.</p> <p>3-11 Explore values pertaining to end- of-life decisions.</p>		
<p>Week 4</p>	<p>▪ <b>Practice Ethical Decision Making and Class Discussions</b></p> <p>▪ <b>Chapter 4: Multicultural Perspectives and Diversity Issues</b></p> <p>4-1 Understand basic terminology related to multiculturalism and diversity.</p> <p>4-2 Identify how cultural encapsulation is an ethical matter.</p> <p>4-3 Examine ethics codes from a multicultural/diversity and social justice perspective.</p> <p>4-4 Evaluate a range of cultural values and assumptions in therapy.</p> <p>4-5 Explore ethical issues pertaining to sexual orientation.</p> <p>4-6 Understand ethical issues in working with people with disabilities.</p> <p>4-7 Clarify when matching of client and counselor is important.</p> <p>4-8 Explain how unintentional racism and microaggressions affect clients.</p> <p>4-9 Discuss what is involved in developing multicultural competence.</p>	<p>Chapters 4-5</p>	<p><b>Weekly Reflection 2</b></p> <p><b>Dyad Participation 1</b></p> <p><b>Dyad 2</b></p>

	<ul style="list-style-type: none"> <li>▪ <b>Chapter 5: Client Rights and Counselor Responsibilities</b></li> <li>5-1 Explain what is involved in the informed consent process.</li> <li>5-2 Describe the basic content of an informed consent document.</li> <li>5-3 Understand a counselor’s responsibility in record-keeping.</li> <li>5-4 Explore ethical issues related to online counseling.</li> <li>5-5 Identify some legal issues and risk management strategies for providing online counseling.</li> <li>5-6 Discuss ethical issues in working with minors.</li> <li>5-7 Address issues regarding suspected unethical behavior of colleagues.</li> <li>5-8 Clarify what is involved in the concept of malpractice.</li> <li>5-9 Examine the basis for malpractice liability in the therapy profession.</li> <li>5-10 Delineate practical strategies for risk management.</li> <li>5-11 Understand an appropriate course of action in dealing with a malpractice complaint.</li> </ul>		
<p>Week 5</p>	<ul style="list-style-type: none"> <li>▪ <b>Chapter 6: Confidentiality: Ethical and Legal Issues</b></li> <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>	<p>Chapters 6-7</p>	<p><b>Weekly Reflection 3</b></p> <p><b>Dyad Participation 2</b></p> <p><b>Dyad 3</b></p>

	<ul style="list-style-type: none"> <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> <li>7-7 Explore the pros and cons of bartering for professional services.</li> <li>7-8 Formulate guidelines on receiving gifts from clients.</li> <li>7-9 Describe ethical issues regarding forming social relationships with current or former clients.</li> <li>7-10 Articulate guidelines for dealing with sexual attractions in the therapy relationship.</li> <li>7-11 Recognize the ethical and legal aspects of sexual misconduct.</li> <li>7-12 Clarify guidelines for the use of touch in the therapy relationship.</li> </ul> </li> </ul>		
Week 6	<ul style="list-style-type: none"> <li>▪ <b>Mid-Term Examination</b> (Chapters 1 – 7)</li> </ul>		<b>Mid-Term Examination</b>  <b>Professional Organization Membership</b>
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>8-1 Clarify how therapist competence is an ethical issue.</li> <li>8-2 Describe what is involved in the assessment of competence.</li> <li>8-3 Ascertain when and how to make referrals.</li> <li>8-4 Examine ethical issues in training therapists.</li> <li>8-5 Understand the basis of screening candidates in training programs.</li> <li>8-6 Recognize how to evaluate knowledge, skills, and personal functioning of trainees.</li> <li>8-7 Describe the gatekeeping role of faculty in promoting competence.</li> </ul> </li> </ul>	Chapters 8-9	<b>Weekly Reflection 4</b>  <b>Dyad 4</b>  <b>Dyad Participation 3</b>

	<ul style="list-style-type: none"> <li>8-8 Explore issues involved in dismissing students for nonacademic reasons.</li> <li>8-9 Articulate the purpose of licensing and credentialing.</li> <li>8-10 Gain a greater appreciation of the role continuing education plays in maintaining competence.</li> <li>• <b>Chapter 9: Ethical Issues in Supervision</b></li> <li>9-1 Identify ethical issues in clinical supervision</li> <li>9-2 Delineate the roles and responsibilities of supervisees</li> <li>9-3 Describe the roles and responsibilities of supervisors</li> <li>9-4 Recognize ethical and effective practices in supervision</li> <li>9-5 Clarify the meaning of becoming a competent supervisor</li> <li>9-6 Discuss legal issues in clinical supervision</li> <li>9-7 Understand the ethical issues unique to online supervision</li> <li>9-8 Describe the special issues that arise when supervising school counselors</li> <li>9-9 Examine multicultural and diversity issues in supervision</li> <li>9-10 Understand how gender-role socialization affects clinical supervision</li> <li>9-11 Grasp the multiple roles and relationships in the supervisory process</li> <li>9-12 Address the ethical aspects of combining supervision and counseling</li> </ul>		
<p>Week 8</p>	<ul style="list-style-type: none"> <li>• <b>Chapter 10: Issues in Theory and Practice</b></li> <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> </ul>	<p>Chapter 10-11</p>	<p><b>Weekly Reflection 5</b></p> <p><b>Dyad 5</b></p> <p><b>Dyad Participation 4</b></p>



	<p>10-10 Comprehend the ethical issues pertaining to evidenced-based therapy practice.</p> <ul style="list-style-type: none"> <li>• <b>Chapter 11: Ethical Issues in Couples and Family Therapy</b></li> </ul> <p>11-1 Understand the basic premises involved in the systems theory perspective.</p> <p>11-2 Identify key ethical standards in working with couples and families.</p> <p>11-3 Understand the role of informed consent in couples and family therapy.</p> <p>11-4 Describe some contemporary professional issues in couples and family therapy.</p> <p>11-5 Clarify how therapist values can be an ethical issue in couples and family work.</p> <p>11-6 Explain the themes involved in gender-sensitive couples and family therapy.</p> <p>11-7 Recognize and understand the responsibilities of couples and family therapists.</p> <p>11-8 Appreciate the complexity of confidentiality in family therapy.</p>		
<p>Week 9</p>	<ul style="list-style-type: none"> <li>• <b>Chapter 12: Ethical Issues in Group Work</b></li> </ul> <p>12-1 Grasp the key ethical aspects in the training and supervision of group leaders.</p> <p>12-2 Explain ethical issues in diversity training for group workers.</p> <p>12-3 Describe guidelines for multicultural and social justice competence in group work.</p> <p>12-4 Recognize some ethical considerations involved in co-leadership of groups.</p> <p>12-5 Discuss ethical issues in forming a group.</p> <p>12-6 Identify ethical issues in screening and selecting members of a group.</p> <p>12-7 Clarify ethical issues in working with involuntary group members.</p> <p>12-8 Delineate some psychological risks involved in group participation.</p> <p>12-9 Understand the role and limitations of confidentiality in groups.</p> <p>12-10 Summarize privacy and confidentiality issues involved with social media in group work.</p> <p>12-11 Describe what is involved in ethical and effective termination in group work.</p> <p>12-12 Differentiate between evidence-based practice and practice-based evidence in group work.</p>	<p>Chapter 12-13</p>	<p><b>Weekly Reflection 6</b></p> <p><b>Dyad Participation 5</b></p> <p><b>Case Study Due</b></p>

	<ul style="list-style-type: none"> <li>• <b>Chapter 13: Community and Social Justice Perspectives</b></li> <li>13-1 Define the concept of the community as client</li> <li>13-2 Articulate why a community perspective is important to the counselor</li> <li>13-3 Describe the types of community and client interventions</li> <li>13-4 Explain what is required by the social justice perspective</li> <li>13-5 Enumerate the advocacy competencies</li> <li>13-6 Recognize the main responsibilities of helping professionals in a community setting</li> <li>13-7 Identify alternative roles in a community perspective</li> <li>13-8 Examine ways to become involved in the community and promote change</li> <li>13-9 Explore ways of working within a system</li> <li>13-10 Clarify how to be an advocate for change in a system</li> <li>13-11 Appreciate the relationships between community worker and agency</li> <li>• <b>Revisit completed Self-Assessment pg. 24- 32</b></li> </ul>		
Week 10	<ul style="list-style-type: none"> <li>• <b>Final Examination</b> (Chapters 1 – 13)</li> </ul>		<p><b>Ethics and Media Paper Due</b></p> <p><b>Final Examination</b></p>