Chaminade University - Honolulu
PSY 601 Ethical and Professional Issues in Counseling
Spring Masters: April 14, 2021 – June 16, 2021

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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 PSY601 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
- American Psychological Association (APA): www.apa.org

- American Association for Marriage and Family Therapists (AAMFT): www.aamft.org
- American School Counselor Association (ASCA): www.schoolcounselor.org
- National Board of Certified Counselors (NBCC): www.nbcc.org
- Hawaii Teachers Standards Board (HTSB): www.htsb.org
- Hawaii Dept. of Commerce & Consumer Affairs: Professional and Vocational Licensing (DCCA): hawaii.gov/dcca/pvl/programs
- So you have an Ethical Dilemma?: 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/practioner-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
- Phone: 808-739-8305

For general inquiries email: 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: <u>Research Design And Counseling</u> Heppner,

<u>Kivlighan, and Wampold</u>

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: <u>Research Method In Social Relations</u>

<u>Kidder</u>

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: <u>Methods In Behavioral Research</u> 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

<u>Marianist Educational Values</u>
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

If you miss more than one class, regardless of reason, you will be given a "C" and you must retake the class. (This is 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.

Class structure

This course will be a hybrid of online and in-person 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, dyads, 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 bias. 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 doing video dyads and class discussions via our online Learning Management System Canvas. In order to have informed dyad responses and weekly reflections, 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 or audio (RealPlayer, Windows Media Player, Quicktime, etc.). You will also need to be able to read .pdf files (via Acrobat Reader or similar). These can be downloaded without additional costs.

Grading Scale

Final grades will be determined based on the following percentages:

Assignment	Points
Professional Organization Membership*	10
Credentials & Licenses Quiz	24
Weekly Reflections	30 (6 @ 5 pts each)
Dyads and Participation	50 (5 dyads @ 5pts and 5 participation @ 5pts)
Chapter Presentations	100
Biopsychosocial-Spiritual Model and Ethics	116 (75 pts written, 25 pts presentation, 16 pts case study)
Self-Awareness Essay	100
Mid-term	100
Final Exam	100
Total Points =	630

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 date and time specified on the syllabus. 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
Professional Organization Membership	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. 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. **50% of your total points will be deducted if proof of insurance is not submitted.**	10 pts	3, 5
Credentials & Licenses Quiz	Answer the following questions: 1. What is a credential? 2. What is a license? 3. What are the benefits of a credential? 4. What are the benefits of a license? 5. What are the requirements to obtain a National Certified Counselor (NCC) credential? 6. How do you become a Licensed Mental Health Counselor (LMHC) (aka. Licensed Professional Counselor) in the State of Hawaii? 7. How do you become a Licensed Marriage and Family Therapist (LMFT) in the State of Hawaii? 8. How do you become a Licensed K-12 School Counselor in the State of Hawaii?	24 pts	4, 5 and 6
Weekly Reflections	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. Each response per chapter should have a minimum of 300 words.	30 pts (6 @ 5 pts each)	1, 2, 3, 6 and 7

Dyads and Participation Points	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. For Dyad Participation Points you will respond to at least two of your classmate's dyads and utilize the steps to ethical decision making. <u>Base your responses as if you are the client's counselor and what would you do.</u> Key elements of the Ethical Decision Making Model are analyzing the consequences and choosing a course of action. ****See Ethical Decision Making Rubric** The dyads and participation will be posted to a Canvas discussion. *X-FACTOR Elements: Cultural Diversity & 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 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.*	50 pts (5 dyads @ 5 pts and 5 participation @ 5 pts)	2, 3, 4, 7
Chapter Presentations	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 (10th. ed.) textbook. Each presentation should include, but not be limited to, the following: - 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 situ1ation 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?	100 pts	1, 2, 3, 6 and 7

	- 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 at least 30 minutes in length. A third point visual reference is required for presentations. Visual references can be in the form of slides (Google Slides, PowerPoint, Prezi, etc.), handouts, creative videos, etc. The use of other forms of multimedia (e.g., YouTube videos) is welcomed but not required. You will be required to create references in your presentation 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 period of time. Remember, your presentation is an aid, not your script.*		
Self- Awareness and Mental Health Professionals Essay	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 a reflective essay to become more conscious about their thoughts and actions and how it relates to the helping professions, their development as a counselor, and ethical decision making.	100 pts	2, 3, 6, 7

Biopsychosocial -Spiritual Model and Ethics	Students will choose a minority population from a list to be provided on first day of class. Students will work in pairs. Students will research and conduct a literature review on how understanding the biopsychosocial-spiritual model, as it relates to their chosen minority population, contributes to counselor cultural humility and ethical decision making. Students will look into various perspectives such as, but not limited to, evolution, adaptation, and epigenetics. Based on the students' findings, students will develop and write an ethical dilemma case study, preferably in their discipline path, write a report, and present the following: • Written case study • Role-play an ethical dilemma based on the developed case study • Biopsychosocial-spiritual model of minority population • Related ethical codes and standards • Importance of cultural humility and ethical decision making with chosen minority population • Personal reflection Presentations will be approximately 10-15 minutes not including the role-play. The role-play will be approximately 3-5 minutes in length and must be role-played with your partner. YouTube videos, and movie clips will *not* be counted as role-play. The role-play with student pairs can be pre-recorded. Presentations will be due on the date specified on the syllabus. In addition to the presentation, students will submit a written paper, in APA format, the findings of their research. A minimum of **three (3) credible sources** showing empirical evidence of the effectiveness of the researched cultural and ethical approaches is required. Papers should be in 12 point Times New Roman or Arial type of font with one-inch margins, and double spaced. APA formatting tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx The Purdue Owl: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html Info on Biopsychosocial-Spiritual Model: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750603/	116 pts (Written – 75pts Presentation – 25pts Case study – 16pts)	1, 2, 3, and 7

	This assignment has a total of 3 components:		
	- Written case study related to chosen minority population and biopsychosocial-spiritual model - Presentation - Written report on how understanding chosen minority population's biopsychosocial-spiritual model contributes to counselor cultural humility and ethical decision making		

Tentative Course Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	• Welcome, Introductions, Course Syllabus review, navigating Canvas • Chapter 1 Overview • Complete Self-Assessment pg. 24- 32 • Chapter and Minority Population Sign Ups	Chapter 1	**Sign Up for Chapter Presentation** **Sign Up for Minority Population**
Week 2	• Credentials & Licenses • Self-Awareness • Importance of Self-Awareness • Self-Care: An Ethical Imperative for Helping Professionals		**Credentials & Licenses Quiz Due**
Week 3	• Practice Ethical Decision Making • Chapter 2: The Counselor as a Person and as a Professional • Chapter 3: Values and the Helping Relationship	Chapters 2-3	**Self-Awareness and Mental Health Professional Essay** **Weekly Reflections 1** **Dyad 1**
Week 4	• Practice Ethical Decision Making and Class Discussions • Chapter 4: Multicultural Perspectives and Diversity Issues • Chapter 5: Client Rights and Counselor Responsibilities	Chapters 4-5	**Weekly Reflection 2** **Dyad Participation 1** **Dyad 2**

Week 5	• Practice Ethical Decision Making and Class Discussions • Chapter 6: Confidentiality: Ethical and Legal Issues • Chapter 7: Managing Boundaries and Multiple Relationships	Chapters 6-7	**Weekly Reflection 3** **Dyad Participation 2** **Dyad 3**
Week 6	• **Mid-Term Examination** (Chapters 1 – 7)		**Mid-Term Examination** **Professional Organization Membership**
Week 7	• Practice Ethical Decision Making and Class Discussions • Chapter 8: Professional Competence and Training • Chapter 9: Ethical Issues in Supervision	Chapters 8-9	**Weekly Reflection 4** **Dyad 4** **Dyad Participation 3**
Week 8	• Chapter 10: Issues in Theory and Practice • Chapter 11: Ethical Issues in Couples and Family Therapy • Chapter 12: Ethical Issues in Group Work	Chapter 10-11	**Weekly Reflection 5** **Dyad 5** **Dyad Participation 4**
Week 9	• Chapter 13: Community and Social Justice Perspectives • Revisit Self-Assessment pg. 24- 32 • Presentation: Minority Population • Case Study: Minority Population	Chapter 12-13 Review for Final (chapters 1-13)	**Weekly Reflection 6** **Dyad Participation 5** **Minority Population Presentation and Case Study**
Week 10	• **Final Examination** (Chapters 1 – 13)		**Biopsychosocial-Spiritual Model and Ethics Paper Due** **Final Exam**