Chaminade University - Honolulu
PSY 601 Ethical and Professional Issues in Counseling
Winter Masters: January 10, 2022 to March 21, 2022

Instructor:	Sheena Galutira, LMHC, NCC	**Time:**	ONLINE
Phone:	808-739-8557	**Room:**	INTERNET
Virtual Office Hours:	Mondays except holidays 4:00pm to 5:00pm Hawaii Standard Time Or by appointment	**Email:**	sheena.galutira@chaminade.edu

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, doctorate school

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. Professional counseling organizations, and national standards' functions in the development of professional ethics in the areas of school counseling, community counseling, and marriage and family counseling **(PLO #1, PLO #3)**;
5. Professional identity as a counselor **(PLO #3)**; and
6. 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.

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 ʻIke:Center for Student Learning (Kōkua ʻIke), 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: 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.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the

faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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:

Assignment	Points
Who am I Exercise	5
Professional Organization Membership*	5
Credentials & Licenses Quiz	25
Video Reflections	30 (6 @ 5 pts each)
Chapter Discussions	50
Chapter Discussions Responses	65 (13 @ 5 pts each)
Chapter Discussion Participation	55 (11 @ 5 pts each)
Biopsychosocial-Spiritual Model and Ethics	115 (75 pts written, 25 pts presentation, 15 pts case study)

Self-Awareness Reflection Paper	25	
Mid-term	100	
Final Exam	100	
Total Points =	575	

A = 90-100%	*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.*
B = 80-89%	
C = 70-79%	

All assignments are typically due on the Sundays of the week as specified in the syllabus and/or Canvas by 11:59pm Hawaii Standard Time (HST). Late submissions are not accepted. Chapter Discussions 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
Who am I Exercise	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. *Please do not submit an attached document.* Submit your response straight to Canvas so we can all access your work easily. ● 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.) ● What name would you like to be addressed with? ● What is your emphasis in the MSCP program? ● Why are you in the MSCP program and what are your career goals? ● What experience(s) do you have with the counseling field and/or helping professions? ● What is something interesting about you? 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	5 pts	N/A

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.**	5 pts	3, 4
Credential and 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. How do you become a Licensed Mental Health Counselor (LMHC) (aka Licensed Professional Counselor) in the State of Hawaii? 6. How do you become a Licensed Marriage and Family Therapist (LMFT) in the State of Hawaii? 7. How do you become a Licensed K-12 School Counselor in the State of Hawaii? 8. What are the requirements to obtain a Certified Substance Abuse Counselor (CSAC) credential?	25 pts	4, 5
Video Reflections	Each student will watch a video(s) based on an ethical dilemma, submit a video response to the client in the ethical dilemma, and answer the questions related to the video(s). **Please make the video responses brief and no more than 2 minutes in length.** The written questions provides students the opportunity to explain why students responded the way they responded. Students will answer the questions using complete sentences.	30 pts (6 @ 5 pts each)	2, 3, and 6
Chapter Discussions	Chapter Discussions will be due on the week reflected in the syllabus which is the week prior to the week with the assigned chapters. See "Post Chapter x & x Discussion" under Due in the syllabus. Example, Week 2 chapters 2 & 3 need to be posted prior to Monday of Week 3 because chapters 2 and 3 are assigned for the week to complete discussion responses. Each student will sign up for one (1) chapter to create a Discussion post to facilitate discussion based on the student's assigned chapter and/or video(s) assigned for the week. The Discussion post should encourage curiosity, interest, questioning, etc. to	50 pts	1, 2, 3, 4, 5, and 6

stimulate discussions on topics such as ethical decision making, cultural humility, counselor development, social issues, issues in the helping professions, etc.

Discussion posts will be titled as:
Discussion X – Chapter X: [Title of Chapter]
Example: Discussion 2 – Chapter 2: The Counselor as a Person and as a Professional

The Discussion post must also include a role-play scenario of the student role-playing a close- to-real experience as a counselor. The role-play video will be recorded and uploaded as part of the discussion post. This role-play should provoke an ethical dilemma that is relevant to your chapter presentation. Each role- play should be approximately 3-5 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. Also include a debrief of the role-play and ethical dilemma by working through the Ethical Decision Making model.

**See Ethical Decision Making Model Rubric

Some of the following questions may be helpful to students in thinking about the chapter and discussions:

- 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?
- Debrief your role-play activity/video clip.
- Reflect on the "grey" areas of the chapter and what do those "grey" areas mean to you as a professional counselor.

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

Chapter Discussion Responses	Students will respond to the Discussion posts based on the text, video(s) (if applicable), and thoughts on the subject in **no less than 150 words** in length. Each student will provide a response for each Chapter Discussion posted for the week. For example, Week 3 there will be a Discussion post for chapters 2 and 3. Each student will provide a response for both chapter 2 and 3. Post your discussion response directly to Canvas by clicking on "Reply". Do not post as an attachment. This will make it easier for everyone to see your response. List any sources used other than the text at the bottom of your post using APA formatting.	65 (13 @ 5pts each)	2, 3, 4, 5, 6
Chapter Discussion Participation	Students will respond to at least one (1) peer's Discussion Response in each Chapter Discussion posted for the week. For example, Week 3 there will be a Discussion post for chapters 2 and 3. Each student will respond to 1 peer in each of the chapters for the week. Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. You might want to respond to posts that are different from your ideas. *Following are guidelines for weekly discussion response grades:* ● *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is ***well written***. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. ● *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. ● *Average* = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. ● *Minimal* = The posting and comments present	55 (11 @ 5 pts each)	2, 3, 5, 6

	little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. • *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.		
Self- Awareness and Mental Health Professionals Reflection Paper	The student 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.	25 pts	2, 3, 4, 5, and 6
Biopsychosocial-Spiritual Model and Ethics	Students will choose a minority population from a list provided on the first day of class. **Students will work as a group of 2 or more.** 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, epigenetics, systems thinking, intersectionality, etc. 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 their findings. **Presentations should include:** • Case study ○ Preferably in the student's discipline path (school, mental health, marriage & family). The case studies will be a made up written scenario with an ethical dilemma that the student develops. See textbook for examples. ○ Also work through the Ethical Decision Making Model. • Role-play of an ethical dilemma based on the developed case study • Brief background of minority population • Biopsychosocial-spiritual model of minority population • Comparison of biopsychosocial-spiritual model and other perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, and intersectionality. • Counselor competencies for working with	165 pts (Written – 100pts Present ation – 50pts Case study – 15pts)	1, 2, 3, 4, 5, and 6

minority population
- Related ethical codes and standards
- Possible ethical dilemmas and/or "gray areas" for working with minority population
- Importance of cultural humility and ethical decision making with chosen minority population
- Personal reflection

Presentations will be approximately 15-25 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. Presentations will be recorded and uploaded to Canvas by the due 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 at minimum 12 full pages not including the title page and works cited, in 12 point Times New Roman or Arial type of font with one-inch margins, and double spaced.

The written paper will report detailed findings of students' research and literature review. **The paper should include:**
- Biopsychosocial-spiritual model of minority population
- Comparison of biopsychosocial-spiritual model and other perspectives such as, but not limited to, evolution, adaptation, epigenetics, systems thinking, intersectionality, etc.
- Counselor competencies for working with minority population
- Related ethical codes and standards
- Possible ethical dilemmas and/or "gray areas"
- Importance of cultural humility and ethical decision making with chosen minority population
- Personal reflection

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/		
		This assignment has a total of 3 components: ● Written case study ● Presentation ● Written report		

Tentative Course Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	▪ Welcome, Introductions, Course Syllabus review ▪ Chapter 1 Overview ▪ Chapter Sign Ups ▪ Minority Population Sign Up ▪ Complete Self-Assessment pg. 24- 32 (Optional on own)	Chapter 1	**Who am I Exercise** **Sign Up for Chapter Presentation** **Sign Up for Minority Population**
Week 2	▪ Self-Awareness ▪ Importance of Self-Awareness ▪ Self-Care: An Ethical Imperative for Helping Professionals ▪ Credentials & Licenses		**Credentials & Licenses Quiz Due** **Discussion Response 1** **Post Chapter 2 & 3 Discussion**
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 Reflection Paper** **Post Chapter 4 & 5 Discussion** **Discussion Response 2 & 3** **Discussion Participation 1** **Video Reflection 1**

Week 4	▪ Practice Ethical Decision Making	Chapters 4-5	**Post Chapter 6 & 7 Discussion**
	▪ Chapter 4: Multicultural Perspectives and Diversity Issues		**Discussion Response 4 & 5**
	▪ Chapter 5: Client Rights and Counselor Responsibilities		**Discussion Participation 2 & 3**
			Video Reflection 2
Week 5	▪ Chapter 6: Confidentiality: Ethical and Legal Issues	Chapters 6-7	**Post Chapter 8 & 9 Discussion**
	● Chapter 7: Managing Boundaries and Multiple Relationships		**Discussion Response 6 & 7**
			Discussion Participation 4 & 5
			Video Reflection 3
Week 6	▪ **Mid-Term Examination** (Chapters 1 – 7)		**Mid-Term Examination**
			Professional Organization Membership
Week 7	▪ Practice Ethical Decision Making and Class Discussions	Chapters 8-9	**Post Chapter 10 & 11 Discussion**
	▪ Chapter 8: Professional Competence and Training		**Discussion Response 8 & 9**
	● Chapter 9: Ethical Issues in Supervision		**Discussion Participation 6 & 7**
			Video Reflection 4
Week 8	● Chapter 10: Issues in Theory and Practice	Chapter 10-11	**Post Chapter 12 & 13 Discussion**
	● Chapter 11: Ethical Issues in Couples and Family Therapy		**Discussion Response 10 & 11**
			Discussion

			Participation 8 & 9 **Video Reflection 5**
Week 9	● Chapter 12: Ethical Issues in Group Work ● Chapter 13: Community and Social Justice Perspectives ● Revisit completed Self-Assessment pg. 24-32 (Optional on own) ● **Biopsychosocial-Spiritual Model Minority Population Presentation**	Chapter 12-13	**Discussion Response 12 & 13** **Discussion Participation 10 & 11** **Video Reflection 6** **Biopsychosocial-Spiritual Model Minority Population Presentation Due**
Week 10	● **Final Examination** (Chapters 1 – 13)		**Biopsychosocial-Spiritual Model and Ethics Paper Due** **Final Examination**