Chaminade University - Honolulu
PSY 601 Ethical and Professional Issues in Counseling
Fall Masters: October 5, 2022 to December 7, 2022

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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/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 and cultural humility 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.
https://www.counseling.org/Resources/aca-code-of-ethics.pdf

<u>Scientific Method Definitions</u>
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.

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

The format of this course is similar to a seminar that uses the Socratic method of teaching to practice critical thinking and critical analysis on ethics. This course will be comprised of chapter facilitation, chapter discussions, and role-plays to demonstrate knowledge expertise in the subject and concept of professionalism and ethics. Throughout the course, students will complete chapter reflections, dyads, and 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, and a Biopsychosocial-Spiritual Model project to synthesize the course concepts.

In order to have informed weekly discussions, students must complete the readings prior to any discussions. 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 to talk in class 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*	5
Credentials & Licenses Quiz	24

Weekly Prompts	60 (6 @ 5 pts prompt & 5 pts participation in discussion)	
Video Reflections	30 (6 @ 5 pts each)	
Chapter Presentations	50 (25 pts facilitation, 25 pts discussion)	
Biopsychosocial-Spiritual Model and Ethics	166 (100pts written, 50pts presentation, 16pts case study)	
Self-Awareness Reflection Paper	25	
Mid-term	100	
Final Exam	100	
Total Points =	560	

A = 90-100%   *PSY 601 requires students to have proof of liability insurance. 50% of your
B = 80-89%   total points will be deducted if proof of insurance is not submitted.*
C = 70-79%

All assignments are due on the date and time specified on the syllabus and/or Canvas. 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.**	5 pts	3, 4
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. 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?	24 pts	4, 5

Weekly Prompts	Each week each student will prepare 1-2 prompts to facilitate discussion based on the chapter(s) and/or video(s) assigned for the week. The prompts will be used to stimulate discussions on topics such as ethical decision making, cultural humility, counselor development, social issues, issues in the helping professions, etc. as it pertains to the week's chapter. **Please bring your prompts to class and be prepared to engage in discussion with the class.** The discussions will provide students the opportunity to reflect and analyze alternatives, consequences, and ethical decision making as it might apply to clients and their situations. This exercise helps students develop empathy and humility. **In order to receive full credit for Weekly Prompts, students will also engage in the chapter discussion 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. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. ***The prompts must be submitted to Canvas prior to the start of class.**	60 pts (6 @ 5 pts prompt submittal & 5 pts participation in class discussion)	1, 2, 3, 4, 5 and 6
Video Reflections	Each student will watch a video(s) based on an ethical dilemma and answer the questions related to the video(s). Students will answer the questions using complete sentences and paragraphs. **Students need to be prepared to discuss their responses to the video reflections in class.**	30 (6 @ 5 pts each)	2, 3, 5, and 6
Chapter Discussion and Facilitation	Chapter discussion and facilitation will be due on the week reflected in the syllabus. Students will be responsible for facilitating and engaging class discussion(s) on the chapter(s) in the Issues and Ethics in the Helping Professions (10th. ed.) textbook. Prior to the beginning of the chapter discussion(s), the student will choose one of the week's chapters to set up and initiate a role-play scenario for the class to experience. These role-plays can be pre-recorded. 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 the chapter discussion.	50 pts (25 pts facilitation, 25 pts discussion)	1, 2, 3, 4, 5, and 6

	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. Students will also debrief on the role-play and ethical dilemma. The chapter discussion(s) can include the following: • What issues were brought up in this chapter? • What questions or wonderings about the chapter content do you have? • Can the concepts in the chapter be applied to all cultures? • What are some "gray" areas of the chapter and what do those "gray" areas mean as a professional counselor? • What are your personal thoughts/reflection on the chapter? • Were any key theories introduced in this chapter and what makes them key for the helping professions? • What laws would be applicable to your chapter's topic(s) and how would ethical dilemmas make ethics and law complicated? • Optional: create and implement an exercise that will involve the class to ensure knowledge retention from your chapter discussion. Some examples would be a quiz, a game, a debate, etc…. **Your chapter discussion and facilitation should be approximately 45-60 minutes in length per chapter for the week.** *In addition, you will provide your peers with a, no more than, one-page "study guide" on your chapter.*		
Self- Awareness and Mental Health Professionals Reflection Paper	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 the Padlet exercise, 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, 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	166 pts (Written – 100pts Presentation – 50pts	1, 2, 3, 4 and 6

	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.
	
	<u>Presentations should include:</u>
	• 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 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. 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 **five (5) credible sources** showing empirical evidence of the effectiveness of the researched cultural and ethical approaches is required. <u>Papers should be at minimum 12 full pages</u> 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.
		Case study – 16pts)	

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, navigating Canvas • Chapter and Minority Population Sign Ups • Chapter 1 Overview • Biopsychosocial-Spiritual Model and Other Perspectives • Self-Awareness • Importance of Self-Awareness • Self-Care: An Ethical Imperative for Helping Professionals • Self-Assessment pg. 24- 32 (Optional on own)	Chapter 1	**Sign Up for Chapter Presentation** **Sign Up for Minority Population**
Week 2	• Video Reflection 1 Discussion • Dyad 1 & Practice Ethical Decision Making • Credentials & Licenses • Chapter 2: The Counselor as a Person and as a Professional • Chapter 3: Values and the Helping Relationship • Weekly Reflection Prompts and Class Participation	Chapters 2-3	**Self-Awareness and Ethics Assignment Due** **Credentials & Licenses Quiz Due** **Weekly Prompt 1** **Video Reflections 1**
Week 3	• Video Reflection 2 Discussion • Dyad 2 & Practice Ethical Decision Making • Chapter 4: Multicultural Perspectives and Diversity Issues • Chapter 5: Client Rights and Counselor Responsibilities • Weekly Reflection Prompts and Class Participation	Chapters 4-5	**Self-Awareness and Mental Health Professional Reflection Paper** **Weekly Prompt 2** **Video Reflections 2**

Week 4	• Video Reflection 3 Discussion • Dyad 3 & Practice Ethical Decision Making • Chapter 6: Confidentiality: Ethical and Legal Issues • Chapter 7: Managing Boundaries and Multiple Relationships • Weekly Reflection Prompts and Class Participation •	Chapters 6-7	**Weekly Prompt 3** **Video Reflections 3**
Week 5	• **Mid-Term Examination** (Chapters 1 – 7)		**Mid-Term Examination** **Professional Organization Membership**
Week 6	• Video Reflection 4 Discussion • Dyad 4 & Practice Ethical Decision Making • Chapter 8: Professional Competence and Training • Chapter 9: Ethical Issues in Supervision • Chapter 10: Issues in Theory and Practice • Weekly Reflection Prompts and Class Participation	Chapters 8-9	**Weekly Prompt 4** **Video Reflections 4**
Week 7	• Video Reflection 5 Discussion • Dyad 5 & Practice Ethical Decision Making • Chapter 11: Ethical Issues in Couples and Family Therapy • Chapter 12: Ethical Issues in Group Work • Chapter 13: Community and Social Justice Perspectives • Weekly Reflection Prompts and Class Participation	Chapter 10-12	**Weekly Prompt 5** **Video Reflections 5**

Week 8	• **Biopsychosocial-Spiritual Model Case Study, Presentation, and Ethics Paper**		**Weekly Prompt 6** **Video Reflections 6**
Week 9	• Video Reflection 6 Discussion • Presentation: Minority Population • Case Study: Minority Population • Revisit Self-Assessment pg. 24- 32 (Optional on own)	Chapter 13 Review for Final (chapters 1-13)	**Minority Population Presentation and Case Study**
Week 10	• **Final Examination** (Chapters 1 – 13)		**Biopsychosocial-Spiritual Model and Ethics Paper Due** **Final Exam**