



School of Applied Psychology

Master of Science in Counseling Psychology

PSY 601 Ethical & Professional Issues in Counseling

Online | Credits: 3 | Section: 601-90-3 | Term: Fall 2026

Instructor Information

Instructor	Sheena Galutira
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Office Hours	Tuesdays 11am to 2pm or by appointment
Virtual Office	https://calendar.app.google/UYFhNAW1fPWjxrXa9
Virtual Office Hours	Tuesdays 11am to 2pm or by appointment

Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on weekdays.

School & Department

School	School of Applied Psychology
Location	Behavioral Science Building
Phone	(808) 739-8340
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course examines ethical, legal, and professional issues central to the practice of mental health counseling, school counseling, and marriage and family therapy. 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.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, and certification.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend 30 hours online/in-person on the learning management system, 10.5 hours in writing response papers and discussion response posts, 8 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 8 hours studying for the final exam. There will be an additional 58.5 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 6 hours per week. Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.
Required Materials	Corey, G., Corey, M.S., and Corey, C. <i>Issues and ethics in the helping professions</i> . (11th Ed.). Belmont, CA.: Brooks/Cole. 2024.
Recommended Items	• 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 • Model Code of Ethics for Educators (MCEE): https://cdn.ymaws.com/www.nasdtdec.net/resource/resmgr/mcee/mcee_2nd_edition_july_2023.d.pdf
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will be able to:

1. Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.

4. Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

Upon completion of PSY 601, the student will be able to:

1. Evaluate the impact of cultural diversity and cultural humility on ethical decision-making and professional issues in counseling. Reflections, dyads, and essay writing are used to assess this CLO. (PLO 1, PLO 3, PLO 4).
2. Recognize ethical, legal, and professional issues in counseling as regulated by professional counseling organizations, and national standards' functions in the development of professional ethics in the areas of school counseling, mental health counseling, and marriage and family counseling. Multiple exams and reflections are used to assess this CLO. (PLO 1, PLO 3).
3. Demonstrate the scientific method, research, and how these apply to ethical and professional issues in counseling. Research and essay writing are used to assess this CLO. (PLO 1, PLO 3).

American Counseling Association (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>

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

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:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

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

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo No’eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na’auao):** Lawe i ka ma’alea a kū’ono’ono (‘Ōlelo No’eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no’eau (‘Ōlelo No’eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Ōlelo No’eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2, 3, 4, 5	2, 4, 5	2
PLOs	1, 3, 4	1, 3	1, 3
Native Hawaiian Values	2, 3, 4, 5	2, 4, 5	2
Gen Ed Outcomes(if applicable)			

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.

- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 1-3 days (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 5 school days of the due date
 - Major assessments/projects: within 5 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction from your earned grade for the assignment. Presentations cannot be made up.
Make-Up Work	Contact instructor. Make-up work will be determined based on attendance and late work policy.
Extra Credit	None
Incomplete Grade	Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Course Activities

Assignments, Presentations, and Papers	Description	Points
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. <i>Please do not submit an attached document.</i> Submit your response straight to Canvas so we can all access your work easily.	5 pts

	• 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.) • How would you like to be addressed (name, pronouns, etc.)? • 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 you would like to share about yourself that you haven't already? 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	
Proof of Liability Insurance	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 points
Credentials & Licenses Quiz	Answer the following questions: 1. What is a credential? 2. What is a license? 3. What is a provisional/associate license? 4. How do you obtain a provisional/associate license? 5. How do you become a Licensed Mental Health Counselor (LMHC) (aka. Licensed Professional Counselor) in the state you plan to practice? 6. How do you become a Licensed Marriage and Family Therapist (LMFT) in the state you plan to practice? 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? 9. What are the requirements to be a Nationally Certified Counselor (NCC)? 10. Review and paste a link to the code of ethics for the following associations: • American Counseling Association • American Association for Marriage & Family Therapy • American School Counseling Association & The Hawaii • Teacher's Standard's Board Model Code of Ethics for Educators	25 pts

Video Discussions	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 (6 @ 5 pts each)
Video Discussion Participation	What is a different perspective or point of view that you gained from viewing your peer's video response(s)? After identifying a peer's different perspective or point of view, what aspects of the dilemma did you take into consideration? 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. <i>Following are guidelines for weekly discussion response grades:</i> • Excellent = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <u>well written</u>. 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	30 (6 @ 5 pts each)

	personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. • <i>Minimal</i> = The posting and comments present 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. • <i>Unacceptable</i> = 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 Assignment	Students will read journal articles, watch a video, complete a Padlet exercise, and answer questions on Canvas. Students will answer each question in 1-2 paragraphs each.	50 pts (25 pts facilitation, 25 pts discussion)
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. The reflection paper will be 3-4 pages in length not including the cover page. The paper will include a cover page in APA format.	25 pts
Biopsychosocial-Spiritual Model and Ethics	Students will choose a minority population from a list located on Canvas. 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 write a report and respond to a fictitious client's ethical dilemma. Client's Ethical Dilemma: Based on the chosen population, the student will use ChatGPT to simulate a client with an ethical dilemma using the prompt assigned to the population. Students will record their interaction with the client, demonstrating their ethical decision-making counseling skills. The recorded response to the ethical dilemma should be 3-5 minutes in length. 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. The written paper will report detailed findings of students' research and literature review. <u>The paper should include:</u> • Biopsychosocial-spiritual model of minority population	166 pts (Written – 100pts Presentation – 50pts Case study – 15pts)

	• 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, and the Marianist values • 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	
Midterm Exam	The midterm exam is a timed multiple-choice exam covering chapters 1-7. LockDown Browser software is required to take the exam. Please install the LockDown Browser before attempting to take the exam. Allow yourself some time to set this up. See instructions on Canvas.	100 pts
Final Exam	The final exam is a comprehensive timed multiple-choice exam. LockDown Browser software is required to take the exam. See instructions on Canvas.	200 pts

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

<u>Assignment</u>	<u>Points</u>
Proof of Liability Insurance*	5
Who Am I	5
Credentials & Licenses Quiz	25
Video Discussions	30 (6 @ 5 pts each)
Discussion Participation	25 (5 @ 5 pts each)
Biopsychosocial-Spiritual Model and Ethics	100 (75pts written, 25pts recorded response)
Self-Awareness Assignment	10
Self-Awareness Reflection Paper	25
Mid-term	100
Final Exam	100
Total Points = 425	

****50% of your total points will be deducted if proof of liability insurance is not submitted***

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance

with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes

listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.
Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week	Focus & Learning Objectives	Readings	Due
Week 1	- Welcome, Introductions, Course Syllabus review - Chapter 1 Overview - Complete Self-Assessment pg. 24- 32 (Optional on own)	Chapter 1	Who am I Exercise
Week 2	- Self-Awareness - Importance of Self-Awareness - Self-Care: An Ethical Imperative for Helping Professionals - Credentials & Licenses	The Importance of Self-Awareness Self-Care An Ethical Imperative	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 Assignment Self-Awareness and Mental Health Professional Reflection Paper Video Discussion 1
Week 4	- Practice Ethical Decision Making - Chapter 4: Multicultural Perspectives and Diversity Issues - Chapter 5: Client Rights and Counselor Responsibilities	Chapters 4-5	Video Discussion 2 Video Discussion Participation 1
Week 5	- Chapter 6: Confidentiality: Ethical and Legal Issues - Chapter 7: Managing Boundaries and Multiple Relationships	Chapters 6-7	Video Discussion Response 3 Video Discussion Participation 2
Week 6	Midterm Examination (Chapters 1 – 7)		Midterm Examination Proof of Liability Insurance

Week	Focus & Learning Objectives	Readings	Due
Week 7	- Practice Ethical Decision Making and Class Discussions - Chapter 8: Professional Competence and Training - Chapter 9: Ethical Issues in Supervision	Chapters 8-9	Video Discussion 4 Video Discussion Participation 3
Week 8	- Chapter 10: Issues in Theory and Practice - Chapter 11: Ethical Issues in Couples and Family Therapy	Chapters 10-11	Video Discussion Response 5 Discussion Participation 4
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)	Chapters 12-13	Video Discussion 6 Video Discussion Participation 5
Week 10	- Revisit Self-Assessment pg. 24- 32 (Optional on own) - Biopsychosocial-Spiritual Model Minority Population Paper and Client Ethical Dilemma Final Examination (Chapters 1 – 13)		Biopsychosocial-Spiritual Model Client Ethical Dilemma Biopsychosocial-Spiritual Model and Ethics Paper Due Final Exam