

5771 Counseling Ethics and Professional Issues

CATALOG DESCRIPTION: This course offers a detailed study of AAMFT, and ACA codes of ethics. Legal and professional issues are examined regarding their impact on the confidentiality and practice of counseling.

Professor:

Dr. Ed Gray
1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2010

Format: Lecture / Case study (On- campus)

Day(s) Class Meets: Thursday
8:15 A.M. – 10:55 A.M.

Office Location: Ijams Administration Building, Room 204

Office Hours: Mondays-Fridays by appointment

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This course syllabus is our academic contract for course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification. The syllabus is subject to change.

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

LIBRARY RESOURCES: Information concerning library resources for students is available the HUGSR Web site (www.hugsr.edu). Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

ACADEMIC INTEGRITY: Harding University's Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

I. COURSE DESCRIPTION

This course equips the entry-level counselor with an understanding of the variety of ethical dilemmas faced in counseling. Students will learn an ethical paradigm with which effective counseling can be practiced. Students will study legal precedents that have been established in the counseling field. This course will stimulate students' self-awareness of personal, values, and multicultural issues concerning ethical decision making.

II. COURSE OBJECTIVES

1. Develop an ethical decision-making paradigm regarding critical legal, moral and ethical issues in professional counseling. CACREP Standard Section II J. 1e, 2e, 3e, 4f.
2. Facilitate self-awareness and describe personal and professional values experienced in counseling relationships. CACREP Standard Section II J. 3ce.
3. Increase familiarity with professional roles and functions of professional counselors. CACREP Standard Section II J. 8abcdefg.
4. Apply professional codes in establishing ethical practice in assessment and research. This includes a thorough knowledge of the AAMFT ethics code and the ACA code of ethics and standards of practice. CACREP Standard Section II J. 6h, 7e.
5. Develop an understanding of basic principles of multicultural counseling providing competent services to underserved and/or diverse populations. CACREP Standard Section II J. 2abd
6. Identify and understand the ethical considerations required for conducting research. CACREP Standard Section II.K.8.f
7. Use case conceptualization skills to evaluate various ethical dilemmas. CACREP Standard Section II.K.7.h.

III. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission.

Self ratings will be also used to help determine the participation portion of your grade. Students are to have read the assigned readings prior to the beginning of class per

the course schedule. You will be asked to evaluate your preparation for each class period at the beginning of class. *Make copies of the form on page 11 of this syllabus for your evaluation.*

Additionally, turn in a photocopy of your completed pre-chapter self-inventories from each of the chapters in the Corey, Corey, and Callanan text. After reading the chapter, go back to the left of each answer blank and answer the questions again. I am interested in what you process and learn from your reading.

Evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric
<ul style="list-style-type: none">• Demonstrates good preparation; knows readings well; has thought through implications of readings.• Demonstrates evidence of higher order processing skills according to Bloom's taxonomy.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views and respond professionally.• Exhibits strong evidence of insight into psychopathology and diagnostic issues.

2. Tapes

Check out from the Library: 115 a, b, c, d, Legal Risk Management – Brand Caudill- AAMFT 2000 – For these four combined recordings write a 2 page review of the major points you take away from this presentation. 508 a & b Using a “No Secrets” Policy – Richard Leslie – AAMFT 2003 – For these two combined recordings write a 2 page review of the major points you take away from this presentation. Turn these in by **March 25, 2010.**

3. Literature review paper

A literature review is a paper in which the author examines research studies on a certain topic. Students will introduce readers to the importance of the topic, and proceed to summarize and synthesize the research before stating a conclusion. One of the main purposes of the literature review is to present published research in a manner that easily allows the reader to identify the relationship between the studies and the benefit of research in the topic.

As part of this course, you will prepare a literature review on a psychopathology topic. Literature review paper topics need to be selected and approved by **January 28, 2010.** Your paper will review **six research studies published since 2000** on your chosen topic. The **body** of the paper should be **four pages or less.** This paper must follow APA 6th edition style and format, and it should have a cover page, abstract, body, and references. Students will submit electronic copies of the six research studies reviewed as an appendix to the literature review, or as a separate attachment(s). **The grading rubric for the assignment is included on page 12 of the syllabus.** *The paper is **due as a Word attachment via email to the instructor at egray@harding.edu before noon, April 15, 2010.** The student will receive a reply notification from the instructor as acknowledgment of the timely submission of the assignment.*

Suggested topics are:

Last Revised 11-11-09

- Ethics Issues in Dealing with the Impaired Therapist
- Dual Relationships in Therapy
- Ethical Management of Dual Relationships Among Clergy Therapists
- Ethics and Legal Issues In Filing Complaints
- Ethical Issues in Finances and Therapy
- Special Ethical and Legal Concerns in Therapy with Minors
- Ethical Issues in Documentation and Counseling Records
- Ethical and Legal Problems Regarding Confidentiality Issues
- Therapists and Sexual Boundaries
- Ethical Issues Regarding Informed Consent in Counseling
- Ethical Problems In “Duty to Warn”
- Ethical Issues in Multicultural Counseling
- Aids and the Duty to Warn
- Preventing Malpractice Suits
- Ethical Issues in Imposing Values on Clients
- Legal and Ethical Dilemmas regarding a specific issue in Marriage and Family Therapy
- Specific Ethical Issue in Supervision
- Specific Ethical Issue in Pastoral Counseling/Church Counseling Centers
- Legal precedents and Litigation Against Churches and Counseling Ministries
- Other topics as approved by professor

4. Midterm Exam February 25, 2010

The exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed up to the midterm and will include some comprehensive questions to assess students’ grasp of the first half of course content.

5. Final exam April 29, 2010

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm.

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Class attendance, participation, preparation/readings,	20%
2. Mid Term Exam	25%
3. Final Exam	25%
4. Literature Review	25%
5. Audio Recordings	5%

Total for course	100%
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IV. 2010 Conferences

AAMFT - September 23-26, 2010 Atlanta, Georgia
Smart Marriages – July 8 -11, 2010 Orlando, FL

V. TEXTS/MATERIALS

Required Texts/Readings:

User's Guide to the AAMFT Code of Ethics. (2001). Washington, D.C.: American Association for Marriage and Family Therapy. (On reserve in HUGSR Library) If you want your own copy, order this from Amazon, AAMFT, or some other source.) (<http://www.familytherapyresources.net>)

Corey, G., Corey, M., & Callahan, P. (2011). *Issues and Ethics in the Helping Professions* (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
<http://hugsr.edu/onlinebookordering.php>.

Herlihy, B., & Corey, G. (2006). *ACA Ethical Standards Casebook* (6th ed.). Alexandria, VA: ACA. (On reserve in HUGSR Library)

VI. Bibliography

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Conway, C. G. (1989). The relevance of religious issues in counseling. *The Counseling Psychologist*, 17(4), 624-28.

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- Family Relations*, 42 (April 1993).
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- Gabbard, G. O., (Ed.). (1989). *Sexual Exploitation in Professional Relationships*. Washington, DC: American Psychiatric Press.
- Genia, V. (1994). Secular psychotherapists and religious clients: Professional considerations and recommendations. *Journal of Counseling & Development*, 72(4), 395-98.
- Geyer, M. (1994). Dual role relationships and Christian counseling. *Journal of Psychology and Theology*, 22, 187-95.
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- Goettsch, S. L. (1986). The new Christian right and the social sciences: A response of McNamara. *Journal of Marriage and the Family*, 17, 181-94.
- Green, S. L., & Hanson, J. C. (1986). Ethical dilemmas in family therapy. *Journal of Marital and Family Therapy*, 12(3), 225-30.
- Gumper, L. L., & Sprenkle, D. H. Privileged communication in therapy: Special problems for the family and couples therapist. *Family Process*, 17, 181-94.
- Gurman, A. S., & Kniskern, D. P., (Eds.). (1981). *Handbook of Family Therapy*. New York: Brunner/Mazel.
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- Jencius, M., & Sager, D. E. (2001). The practice of marriage and family counseling in cyberspace. *The Family Journal*, 9(3), 295-301.
- Keith-Spiegel, P., & Koocher, G. (1985). *Ethics in Psychology*. New York: Random House.
- Lakin, M. (1991). *Coping with Ethical Dilemmas in Psychotherapy*. New York: Pergamon Press.

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- Lebacqz, K., & Barton, R. G. (1991). *Sex in the Parish*. Louisville, KY: Westminster/John Knox Press.
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- Nichols, J. F. (1980). The marital and family therapist as an expert witness: Some thoughts and suggestions. *Journal of Marital and Family Therapy*, 6(3), 293-99.
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- Pope, K. S. (1991). *Ethics in Psychotherapy and Counseling: A Practical Guide for Psychologists*. San Francisco, CA: Jossey-Bass.
- Pope, K., & Bouhoutsos, J. C. (1986). *Sexual Intimacy Between Therapists and Patients*. New York: Praeger.
- Pope, K. S., Sonne, J. L., & Holroyd, J. (1993). *Sexual Feeling in Psychotherapy*. Washington, DC: American Psychological Association.
- Pope, K., & Tabachnick, B. G. (1994). Therapists as patients: A national survey of psychologists' experiences, problems, and beliefs. *Professional Psychology: Research and Practice*, 25(3), 247-58.
- Remley, T. P. Jr., (Ed.). (1993). The ACA Legal Series. Vol. 1, *Preparing for Court Appearances*, by Theodore P. Remley, Jr. Alexandria, VA: American Counseling Association.
- Remley, T. P. Jr., (Ed.). (1993). The ACA Legal Series. Vol. 3, *Law and Management of a Counseling Agency or Private Practice*, by Ronald K. Bullis. Alexandria, VA: American Counseling Association.

- Remley, T. P. Jr., (Ed.). (1993). The ACA Legal Series. Vol. 4, *Counseling Minor Clients*, by Mark M. Salo and Stephen G. Shumate. Alexandria, VA: American Counseling Association.
- Remley, T. P. Jr., (Ed.). (1993). The ACA Legal Series. Vol. 5, *The Counselor as Expert Witness*, by William J. Weikel and Paula Richardson Hughes. Alexandria, VA: American Counseling Association.
- Remley, T. P. Jr., (Ed.). (1993). The ACA Legal Series. Vol. 6, *Confidentiality and Privileged Communication*, by Arthur Gibbs and Carl Swanson. Alexandria, VA: American Counseling Association.
- Remley, T. P. Jr., (Ed.). (1993). The ACA Legal Series. Vol. 7, *Legal Issues in Marriage and Family Counseling*, by Patricia Stevens-Smith and Marcia M. Hughes. Alexandria, VA: American Counseling Association.
- Remley, T. P. Jr., (Ed.). (1993). The ACA Legal Series. Vol. 8, *The Danger-to-Self-or-Others Exemption to Confidentiality*, by C. Emmanuel Ahia and Dan Martin. Alexandria, VA: American Counseling Association.
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- Remley, T. P. Jr., (Ed.). (1994). The ACA Legal Series. Vol. 10, *Legal Issues in Clinical Supervision*, by M. Janelle Disney and Anthony M. Stephens. Alexandria, VA: American Counseling Association.
- Remley, T. P. Jr., (Ed.). (1994). The ACA Legal Series. Vol. 11, *Legal Issues in Licensure*, by Donald Anderson and Carl D. Swanson. Alexandria, VA: American Counseling Association.
- Remley, T. P. Jr., (Ed.). (1994). The ACA Legal Series. Vol. 12, *Avoiding Counselor Malpractice*, by Robert L. Crawford. Alexandria, VA: American Counseling Association.
- Remley, T. P., Jr., & Herlihy, B. (2001). *Ethical, Legal, and Professional Issues in Counseling*. Upper Saddle River, NJ: Prentice-Hall.
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- Woody, R. H. (1988). *Fifty Ways to Avoid Malpractice: A Guidebook for Mental Health Professionals*. Sarasota, FL: Professional Resource Exchange.
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- Woody, R. H., & Woody, J. D., (Eds.). (2001). *Ethics in Marriage and Family Therapy*. Washington, D.C.: American Association of Marriage and Family Therapy.
- Wright, C. A., & Wright, S. D. (1987). The role of mentoring in the career development of young professionals. *Family Relations*, 36, 204-08.
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VI. COURSE SCHEDULE (*subject to modification*)

Date	Topics/Assignments Due	Readings
Jan 7 (1)	Professional Ethics	Corey: 1 AAMFT pp. 1-9, 87-98 Herlihy pp. 1-54; 247-54
Jan 14 (2)	Therapist as Person and Professional	Corey: 2 AAMFT pp. 10 – 19
Jan 21 (3)	Values and The Helping Relationship	Corey: 3 Herlihy pp. 55-75
Jan 28 (4)	Multicultural Perspectives and Diversity Literature Review Topic Due	Corey: 4 Herlihy pp. 159-169; 255-57
Feb 4 (5)	Client Rights, Counselor Responsibilities and Abuse Reporting	Corey: 5 Herlihy pp. 151-156; 223-34
Feb 11 (6)	Confidentiality: Ethical and Legal Issues	Corey: 6 AAMFT pp. 21-31 Herlihy pp. 75-86; 169-78
Feb 18 (7)	Managing Boundaries and Multiple Relationships	Corey: 7 Brock pp. 115-130 on reserve Herlihy pp. 189-200; 209-22
Feb 25 (8)	Mid-term exam	
Mar 4	No classes – Study Break	
Mar 11	No classes – Spring Break	
Mar 18 (9)	Professional Competence and Training	Corey: 8 AAMFT p. 33 - 48; 65-74 Herlihy pp. 87-96; 179-88
Mar 25 (10)	Issues in Supervision and Consultation Audio Tape Reviews Due	Corey: 9 AAMFT pp. 49 - 57 Herlihy pp. 97-102; 113-30; 235-46
Apr 1 (11)	Issues in Theory, Practice and Research	Corey: 10 AAMFT pp. 59-63; 75-86 Herlihy pp. 103-112; 131-14
Apr 8 (12)	Special Issues in Marital and Family Therapy, Minors & School Counseling	Corey: 11 & 12 Herlihy pp. 201-8
Apr 15 (13)	The Moral Crucible of Therapy Literature Review Due	Doherty <u>Soul Searching</u>
Apr 22 (14)	Ethical Issues in Group and Community Work	Corey: 13 Class vignettes
Apr 29 (15)	Final exam	

Name _____ Date _____

5771 Counseling Ethics and Professional Issues

Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . .

Corey: *Issues and Ethics in the Helping Professions*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

User's Guide to the AAMFT Code of Ethics

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Herlihy & Corey: *ACA Ethical Standards Casebook*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Grading Rubric	The A paper	The B paper	The C paper	The D Paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading if sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/Coherence	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.