

Course Syllabus

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 Edit

PSY611: Professional

Ethics & Law



Dates: 10/23/17 - 12/17/17

Meeting Day/Time:

Tuesdays, 2:00 p.m. - 5:00 p.m.

Thursdays, 3:00 p.m. - 5:00 p.m.

Location: Mission Valley Campus

Credit Hours: 3

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

INSTRUCTOR INFORMATION



Instructor: Daniel Jenkins, Ph.D.

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COURSE DESCRIPTION

Professional ethics and laws that apply to the counseling profession are identified and discussed. These include ethical, legal, and biblical standards for conduct, professional organizations, licensure, and developing a plan for lifelong professional and personal development with integrity.

Although professional counselors need to operate under a personal and professional code of ethics, often these guidelines leave many questions unanswered. No single universally "right" answer exists for most ethical

dilemmas. Rather than arrive at one answer, it is important to learn how to think through ethical issues in a systematic manner.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

1. Explain the history of the counseling movement.
2. Identify the roles and responsibilities of a professional clinical counselor and marriage and family therapist.
3. Examine the role of ethics and values in the counseling process.
4. Evaluate counseling situations based on professional ethical standards and Biblical standards.
5. Understand the licensure processes for the professional clinical counselor and the marriage and family therapist.
6. Make a professional clinical presentation.
7. Delineate the effects of counseling on their person and strategies for managing the effects.
8. Begin to develop a professional identity and its associated responsibilities based the student's chosen emphasis.
9. Develop a plan for obtaining professional employment.

10. Understand and explain issues of collaboration with other professionals in diverse settings as they apply to the student's chosen emphasis.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers. . . we will learn from each other
5. Mistakes are okay. . . this is a no-guilt, no-blame zone
6. The point is to learn and grow. . . grades are a by-product and not the goal
7. Integrity and honesty are expected

CREDIT HOUR INFORMATION

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
TOTAL HOURS			134

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Corey, G., Corey, M., Corey, C., & Callanan, P. (2015). *Issues and Ethics in the Helping Professions* (with CourseMate), 9th Edition. Stamford, CT: Cengage.

Kottler, J. (2010). *On Being a Therapist*, 4th Edition. San Francisco, CA: Jossey-Bass.

ADDITIONAL READINGS

Siegel, Daniel J. (2015). *The Developing Mind: How relationships and the brain interact to shape who we are*. New York: Guilford Press.

COURSE REQUIREMENTS

1. **Canvas Journal Questions:** The course text and lecture materials have been supplemented with questions designed to personalize the material covered in class. It is expected that course material will be read before the scheduled lecture so that informed and lively discussion may be the primary focus of class meetings. Journal questions may also be utilized for class discussion, so please attempt to complete your thoughtful responses prior to class.
2. **Reflection Paper:** Write a reflection paper for *On Being a Therapist*. Some things you might include are: how the reading has shaped your ideas of counseling and counselors, maintaining a balanced life, and self care. Since these are your reflections, you may use first person in this paper.
3. **Informed Consent Form:** Based on class discussions and the reading, students will develop an Information and Consent form suitable for use with clients. Please write it from the perspective of a licensed practitioner. 2-5 pages.
4. **Four Exams:** Exams will be objective and include multiple choice as well as essay. They will not be cumulative. Exams will include assigned reading and lecture material.

5. **Professional Interviews Paper Parts 1 & 2:**

Part 1

Students will interview two professionals from different counseling areas. One of these must be a LPCC and the other a LMFT. Compare and contrast the two professionals based on responsibilities, setting, salary, ethical standards, and other areas, which may be pertinent. We will work in class on questions you might ask. A 2-3 page compare and contrast summary paper will be turned in. This paper should include a title page and identifying information of each professional. No reference page is required.

Part 2

After you have conducted your interviews with the LMFT and LPCC professionals, it is time to apply this to your career journey. Review the Professional Interviews Part 1 and the insights you articulated in that paper. Address the following questions in a 2-3 page paper:

- What aspects of each position attracted you most?
- What were the most detracting elements?
- Which one fits better with the clientele you want to work with and the lifestyle you want to have?
- Which profession is better suited to your skill set and will allow you to reach the demographic(s) God has called you to?

Invoke specific information you discovered from the professionals you interviewed to substantiate your thinking. Remember to cite your sources according to APA formatting.

6. **Seminar Attendance:** Students will attend at least a ½ day counseling seminar (minimum 3 hours) and write a 1-2 page reaction paper. You should include in the reaction paper a brief summary of the conference, how effective you felt this seminar was in the professional development of participants, and what you gained from

it. Please include a title page and abstract reference page.

7. **Licensure Application:** Students will begin the application process for professional licensure. Fill out the online forms as if you have graduated and are actually applying for internship status (LPCC, LMFT). You can download the forms from: [California Board of Behavioral Sciences \(http://www.bbs.ca.gov\)](http://www.bbs.ca.gov). This will be turned in at the final exam and counts towards your final exam grade. This does not need to be APA style.
8. **Attendance and Participation:** If a student misses a class for a University excused absence, the student must provide the appropriate documentation to the professor. No penalty will be assessed for an approved University excused absence from class. Any work, assignments, class notes, or other information presented during the class during which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session before contacting the professor.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation.

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoids dominating discussions
- Class participation demonstrates understanding of learned theory

APA Papers

All papers written in the Grad Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University \(http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/\)](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/)
- Downloadable APA Style Helper: [APA for Psychology \(http://www.docstyles.com/apaguide.html\)](http://www.docstyles.com/apaguide.html)
- [Psychology with Style: A Hypertext Writing Guide \(http://www.uwsp.edu/psych/APA4b.htm\)](http://www.uwsp.edu/psych/APA4b.htm)
- [The OWL at Purdue: APA Style \(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

CREDIT HOUR INFORMATION

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

ASSESSMENT AND GRADING

ASSIGNMENTS	POINTS
Canvas Journal Questions 7@10 pts	70
Reflection Paper on Kottler	75
Self Assessments	30
Informed Consent Form	50
Examinations 4@100 pts	400
Professional Interview Paper (Parts 1 & 2)	150
Seminar Attendance	75
License Application	75
Attendance and Participation	75
TOTAL	1000

GRADE SCALE

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

- Only grades of C- or better will count toward program GPA.
- A cumulative program GPA of 3.0 or higher is required to graduate.

COURSE POLICIES

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog \(https://catalog.pointloma.edu/\)](https://catalog.pointloma.edu/) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-schedules>) site. No requests for early examinations will be approved.

4. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

5. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

6. Withdrawal

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid

counselor.

7. Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

8. University Catalog

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog \(https://catalog.pointloma.edu/index.php\)](https://catalog.pointloma.edu/index.php).

9. Accessibility of Historical Data in Point Loma Classes

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

10. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

11. Academic Accommodations

If you have a diagnosed disability, please contact the Disability Services Representative within the first two weeks of class to demonstrate need and to register for accommodations by email at [drc@pointloma.edu \(mailto:drc@pointloma.edu\)](mailto:drc@pointloma.edu).

12. Spiritual Care

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).

13. Copyright Policy

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protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.







COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignment	Required Reading
Week 1: Diagnosis and Case Studies			
10/24	Ethical Decision Making	Complete self-assessment pp. 24-32	Corey, chapter 1, pp. 2-33 Kottler, chapters 1 & 2, pp. 1-42
10/26	Transference, Countertransference, and the stress of therapy	Journal Question 1	Corey, chapter 2, pp. 38-65 Kottler, chapter 3, pp. 43-68
Week 2:			
10/31	Clarifying your values		Corey, chapter 3, pp. 68-76 Kottler, chapter 4, pp. 69-86
11/2	Values conflicts and professional solutions	Journal Question 2	Corey, chapter 3, pp. 77-100
Week 3:			
11/7	Intricacies of informed consent	Exam 1 Chapters 1-3	Corey, chapter 5, pp. 150-165 Kottler, chapter 5, pp. 87-124
11/9	Counselor responsibilities	Journal Question 3 Your Informed Cons.	Corey, chapter 5, pp. 166-200





Week 4:			
11/14	HIPAA		Corey, chapter 6, pp. 202-220 Kottler, chapter 6, pp. 125-140
11/16	The counselor as protector	Journal Question 4	Corey, chapter 6, pp. 221-249 Kottler, chapter 7, pp. 141-168
Week 5:			
11/21	The problem of dual relationships	Exam 2 Chapters 5-6	Corey, chapter 7, pp. 252-298
11/23	Professional Interviews	Professional Interviews Paper (Parts 1 & 2)	
Week 6:			
11/28	The path to competent practice		Corey, chapter 8, pp. 302-323 Kottler, chapter 8, pp. 169-208
11/30	The path to licensure	Journal Question 5 License Application	Corey, chapter 8, pp. 324-334 Kottler, chapter 9, pp. 209-228
Week 7:			
12/5	Your counseling style – How important is it?	Exam 3 Ch. 7 & 8	Corey, chapter 10, pp. 370-376

		Self-Assessment pp. 370-371	
12/7	Assessment and diagnosis	Journal Question 6	Corey, chapter 10, pp. 376-399 Kottler, chapter 10, pp. 229-254
Week 8:			
12/12	Unique ethical concerns of working with couples and families		Corey, chapter 11, pp. 402-412 Kottler, chapter 11, pp. 255-296
12/14	Confidentiality complications	Exam 4 Ch. 10 & 11 Journal Question 7 Reflection on Kottler Seminar Summary	Corey, chapter 11, pp. 412-429 Kottler, chapter 12, pp. 297-320

Course Summary:

Date	Details	
Tue Oct 24, 2017	 Turn-in Self Assessment Results (https://canvas.pointloma.edu/courses/36490/assignments/228329)	due by 11:59pm
Thu Oct 26, 2017	 Journal Question 1 (https://canvas.pointloma.edu/courses/36490/assignments/228315)	due by 11:59pm
Thu Nov 2, 2017	 "Being Judgmental" Video Assignment (https://canvas.pointloma.edu/courses/36490/assignments/238979)	due by 3pm
	 PsychTherapy Video Assignment (https://canvas.pointloma.edu/courses/36490/assignments/238883)	due by 3pm
	 Journal Question 2 (https://canvas.pointloma.edu/courses/36490/assignments/228316)	due by 11:59pm
Tue Nov 7, 2017	 Exam 1 (https://canvas.pointloma.edu/courses/36490/assignments/228309)	due by 5pm

Date	Details	
Thu Nov 9, 2017	 Journal Question 3 https://canvas.pointloma.edu/courses/36490/assignments/228317	due by 11:59pm
Fri Nov 10, 2017	 Turn-in Informed Consent Form https://canvas.pointloma.edu/courses/36490/assignments/228328	due by 11:59pm
Thu Nov 16, 2017	 Interview Questions https://canvas.pointloma.edu/courses/36490/assignments/228311	due by 11:59pm
	 Journal Question 4 https://canvas.pointloma.edu/courses/36490/assignments/228318	due by 11:59pm
Fri Nov 17, 2017	 Scope of Practice https://canvas.pointloma.edu/courses/36490/assignments/228326	due by 11:59pm
Sun Nov 19, 2017	 Mid-Course Evaluation https://canvas.pointloma.edu/courses/36490/assignments/228308	due by 11:59pm
Tue Nov 21, 2017	 Exam 2 https://canvas.pointloma.edu/courses/36490/assignments/228307	due by 5:59pm
Sun Nov 26, 2017	 Part 1: Professional Interviews Paper Turn-in https://canvas.pointloma.edu/courses/36490/assignments/228323	due by 11:59pm
	 Part 2: Professional Interviews Paper Turn-in https://canvas.pointloma.edu/courses/36490/assignments/228324	due by 11:59pm
Thu Nov 30, 2017	 Journal Question 5 https://canvas.pointloma.edu/courses/36490/assignments/228319	due by 11:59pm
	 Licensure Application Due https://canvas.pointloma.edu/courses/36490/assignments/228322	due by 11:59pm
Wed Dec 6, 2017	 Journal Question 6 https://canvas.pointloma.edu/courses/36490/assignments/228320	due by 11:59pm
	 Turn-in Ch. 10 Self Assessment Results https://canvas.pointloma.edu/courses/36490/assignments/228327	due by 11:59pm
Thu Dec 7, 2017	 Exam 3: Chapters 7-8 https://canvas.pointloma.edu/courses/36490/assignments/228310	due by 5pm
Tue Dec 12, 2017	 Exam 4: Chapters 10-11 https://canvas.pointloma.edu/courses/36490/assignments/228306	due by 5pm
Thu Dec 14, 2017	 Journal Question 7 https://canvas.pointloma.edu/courses/36490/assignments/228321	due by 11:59pm

Date	Details	
Fri Dec 15, 2017	 Counseling Seminar Reflection (https://canvas.pointloma.edu/courses/36490/assignments/228313)	due by 11:59pm
	 Reflection Paper - Kottler (https://canvas.pointloma.edu/courses/36490/assignments/228325)	due by 11:59pm
Sun Dec 17, 2017	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/36490/assignments/228314)	due by 11:59pm
	 Attendance and Participation (https://canvas.pointloma.edu/courses/36490/assignments/228312)	