

PSYC6303 Ethical, Legal, and Professional Issues in Counseling
New Orleans Baptist Theological Seminary
Spring 2015
Thursdays, 8:00-10:50 AM

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Values

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2014-2015 academic year is *Spiritual Vitality*. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the lens of Spiritual Vitality. Throughout this course students will be encouraged to consider how the core value of “spiritual vitality” impacts their development as Christian counselors being called to operate in the local church.

Course Description

This course is designed to address ethical, legal and practical issues relevant to the practice of professional counseling. The first half of the course will address the following professional counseling topics: Developing personal Ethics; Licensure and certification (LPC, NBCC, AAMFT); legal matters and potential liabilities; practice management; and the emotional, spiritual, and practical concerns of the practicing Christian counselor. The second half of the course is designed to teach a process of ethical decision making to help increase a student’s awareness of ethical practice. Students will examine the code of ethics statements of the American Association of Marriage and Family Therapy, Louisiana Licensed Professional Counselors Board of Examiners, and the American Psychology Association. Role-plays and CD-ROM segments will be utilized to gain an experiential understanding regarding ethical responses to topics such as boundaries issues, moral issues, dual relationships, confidentiality, financial matters, termination processes, and duty to report and warn.

Student Outcomes (Objectives)

The overarching goal of the course is to stimulate the student to think critically about major issues related to sound and professional practices in psychology and counseling. The objectives that comprise this goal included to:

- 1) Familiarize students with issues related certification and licensure;
- 2) Introduce students to prominent legal issues involved in counseling and ways to minimize legal liabilities;
- 3) Introduce students to the practical administrative issues involved in practice management, including the various forms that are required to function in an ethical and efficient manner;
- 4) Challenge students to identify and develop their own approach to fee assessment and practice management that reflects a health consideration of ministerial, therapeutic, and practical needs and objectives;
- 5) Encourage students to formulate their own position on selected ethical and professional issues in counseling;
- 6) Challenge students to become thoroughly familiar with the ethical codes and standards of the major mental health professional; and
- 7) Encourage students to learn the eight steps in making ethical decisions as outlined in the reading.

Required Textbooks

AAMFT, *Legal Guidelines for Family Therapists with Selected Ethical Opinions*.
<http://www.aamft.org/imispublic/core/orders/product.aspx?catid=2&prodid=118>

Corey, G., M. Corey, and P. Callahan. *Issues and Ethics in the Helping Professions* (9th ed.) Pacific Grove, CA: Brooks/Cole, 2014.

Corey, G., M. Corey, and R. Haynes. *Ethics in Action* DVD and Workbook bundle Pacific Grove, CA: Brooks/Cole. ISBN 9781285850337.

Sanders, R. K., *Christian Counseling Ethics: A Handbook for Therapists, Pastors, & Counselors* (2nd ed). Downers Grove, IL: InterVarsity Press, 2013.

Optional Text

Gladding, C., Huber, C., Rembley, T., & Wilcoxon, S. *Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy* (4th ed.). Columbus, OH: Prentice Hall, 2007.
(Bonus book)

Coombs, Robert H. *Family Therapy Review: Preparing for Comprehensive & Licensing Examinations*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004.

Zuckerman, Edward L. *The Paper Office, 4th Edition*. New York: Guilford Press, 2008.

Course Requirements

A. Written:	
1. Reading Report–Due (Thursday, February 19)	10%
2. Personal essays on selected ethical issues – Due (Thursday, April 16)	15%
B. Verbal/Interactive Process:	
1. Class participation/Ethics Consultant Role Activities	5%
C. Cognitive:	
1. Online LPC Code of Ethics Quiz (Thursday, February 5)	5%
2. <i>Ethics Action Workbook- Due</i> (Thursday, May 7)	15%
3. Mid-term Examination (Thursday, March 12)	25%
4. Final Examination (Thursday, May 14, 8-10 AM)	25%
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	100%

VII. Explanations of Evaluation Process

A. Written

1. Reading Report: Students will read and review *AAMFT, Legal Guidelines for Family Therapists with Selected Ethical Opinions*. Each student will read and provide book review discussing ethical, legal, and professional issues as related to marriage and family therapy. Students should follow the format discussed in class.
2. Personal essays on selected ethical issues: One paper is to be submitted. The paper will consist of an essay designed to answer one central ethical question. The paper should reflect the results of personal study, research, and thoughts related to given ethical and professional issues. The essay is to be 6 - 8 pages in length, double spaced, and typed in APA format. Students should avoid writing in first person. Students are to select a question that is personally challenging and will help the student think through the ethical/legal/professional issue related to counseling. The essay should demonstrate the students has narrowed down a question to a clear focus, that taken a definite position, developed it fully, and given logical reasons for the perspectives. Reasoning should be supported by ethical codes and research. An example of a question on which to build an essay would include: “The codes of conduct endorsed by AAMFT state that the therapist’s task is to advance the welfare of the family (client). If the client is not achieving the stated goals for therapy yet states she wants to remain in therapy anyway, how

does the therapist determine if the client's welfare is being advanced and justify maintaining a professional helping relationship with this client?"

To write an outstanding paper, you will need to show evidence that you have read the relevant material in the textbook and that you have done supplementary reading on each issue in question (see journal articles, or chapters from books listed at the end of the chapters in your textbook). Your paper needs to have at least 4-6 scholastic sources. You may wish to consider selecting topics that you are struggling with or have experience with in your work/life. The papers should help you to develop your own positions on these issues and demonstrate the ability to back these views with supporting evidence.

This is a THOUGHT PAPER and not merely a summary of information paper. Take a SPECIFIC position, show why you take such a position, and then develop your own viewpoints by giving reasons for the statements you make. The paper should be designed to specifically interact with the 8 Steps in Ethical Decision Making listed in your textbook.

(All papers are to utilize APA form and style)

B. Verbal/Interactive Process

The second half of this course will involve interactive discussions revolving around questions posed to you. By the Thursday of week 10, students should have read the first chapter of Corey's textbook. By the beginning of each class period for the remainder of the semester, students should come to class having already read each succeeding chapter. I will select certain students to interact with the material.

On selected days beginning on week 10, a selected number of students will be responsible for presenting a role-play related to an ethical dilemma from that chapter's material. One of the students from this group will serve as an expert during the in-class role play. A specific ethical dilemma should be presented and the student serving as the ethics consultant should be prepared to present specific information on each of the eight steps in making ethical.

Students will be notified in advance of their assigned date to serve as either the ethics consultant or role-play participant. On that date, you will be responsible for sharing with the class your central question, designing a role play vignette and presenting your findings regarding the steps in making an ethical decision. If you fail to attend class or on a day you are assigned to present, you will be given a grade of "0" for that assignment.

C. Cognitive

LPC Code of Ethics Quiz: The Louisiana Professional Counselors Board publishes a Code of Ethics under which all LPCs in the state are required to operate. Students will take an open book test over the codes during Week 3 of the semester. In order to prepare for this quiz, students should print the Ethical Codes listed on the LPC website (www.lpcboard.org), review these codes, and be familiar enough with the codes to complete a timed quiz on blackboard. Further directions will be posted on Blackboard prior to Week 3.

Using the *Ethics in Action DVD*, watch the vignettes demonstrating ethical situations. Complete and answer the corresponding questions in the workbook. Students are encouraged to begin this work during week 10 of the semester and complete two segments per week. The completed work is to be submitted for evaluation on **Thursday, May 7th**.

The **Mid-Term** will be over selected portions of the text, *Legal Guidelines for Family Therapists with Selected Ethical Opinions* and class lectures (**Thursday, March 12th**).

The **Final Exam** will consist of questions related to material from Corey's text and class discussions. (Thursday, May 14 from 8:00-10:00 AM) [**verify in Gatekeeper**].

VIII. Course Evaluation:

This course is graded according to seminary policy:

A--93-100	D--70-76
B--85-92	F--Below 70
C--77-84	

Students are required to pass this course with a grade of B or higher in order to begin practicum and internship.

VIII. Additional

Office hours:

Both professors have an open door policy; however, you may wish to make an appointment.

Course Concerns:

All questions relating to tests, absences, etc., should be directed to the instructors. Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day

Course Schedule:

I & E = Issues & Ethics in the Helping Professions; CCE = Christian Counseling Ethics

Week #	Date	Assignment
1	TH-1/22	Introduction / Syllabus Parsing the Course: Ethics, Legal, Professional
2	TH-1/29	Registries, Certification, Licensure Professional Liability What Can You Be Sued For?
3	TH-2/5	Examining the Foundations of Christian Ethics Due: Online LPC Code of Ethics Quiz
4	TH-2/12	Fee Scheduling Litigation – Fears & Litigaphobia
5	TH-2/19	Suicide / Assessment Due: Reading Report
6	TH-2/26	“My Doctor, My Lover”
7	TH-3/5	Decision Making Models in Ethics Clinical Records
8	TH-3/12	Mid-Term Exam
9	TH-3/19	Role Plays Begin: Transference / Counter-transference (I&E - Ch. 2) (CCE- Ch.1) Managing Spiritual & Religious Values (I&E - Ch. 3)
10	TH-3/26	Spring Break-No Class
11	TH-4/2	Values: Pertaining to Sexuality (I & E – Ch.3) (CCE-Ch.9) Differences in Cultural Backgrounds & Life Experiences (I & E – Ch. 4)
12	TH-4/9	Confidentiality: Duty to Protect Children / Reporting (I&E - Ch. 6) (CCE-Ch. 3) Confidentiality: Duty to Warn / HIV (I&E - Ch. 6)

13	TH-4/16	Sexual Attraction to the Client – (I&E - Ch. 7) (CCE-Ch. 6) Non-erotic Physical Contact – (I&E - Ch. 7) Due: Personal Essay on Ethical Issue
14	TH-4/23	The Ministry of Referral (I&E - Ch. 8) (CCE – Ch. 4) Therapist Impairment (I&E - Ch. 9)
15	TH-4/30	Multicultural Challenges – (I&E - Ch. 4)
16	TH-5/7	Confidentiality in Marital & Family Therapy (I&E - Ch. 11) Values in Marriage & Family Therapy (I & E – Ch. 11) (CCE – Ch.8) Due: <i>Ethics in Action Workbook</i>
Final Exam: Thursday, May 14, 2015 @ 8:00 - 10:00 AM		

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Netiquette

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

<p>Papers or Assignments</p>	<p>All <u>assignments</u> are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. <u>Assignments</u> will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p><u>Late assignments</u> will result in a deduction of eight points per class period.</p> <p><u>Assignments</u> must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p><u>All counseling students</u> will write papers in accordance to standards set in the APA Publication Manual.</p>
<p>Quizzes</p>	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<p>Exams</p>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
<p>Study Guide</p>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<p>Plagiarism</p>	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden</u>. All sources must be cited.</p> <p>The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.</p>
<p>Class Participation</p>	<p>Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

Selected Bibliography

- American Association for Marriage and Family Therapy. (2001). *User's Guide to the AAMFT Code of Ethics*. AAMFT.
- Coombs, R. (2005). *Family Therapy Review: Preparing for Comprehensive and Licensing Examinations*. Lawrence Erlbaum Associates. (RC488.5.F349)
- Corey, J., Corey, M., Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. Brooks Cole.
- Rosenthal, H. (1993). *Encyclopedia of Counseling: Master Review and Tutorial. Accelerated Development*. (BF637.C6R674)
- Sanders, R. (1997). *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors*. IVP Academic. (BV4012.2.C516)
- Satinover, J. (1996). *Homosexuality and the Politics of Truth*. Baker Books. (HQ76.3.U5S35)
- Wilcoxon, S., Remley, T., Gladding, S., Huber, C. (2007). *Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy*. Pearson. (RC488.5.H8)
- Zuckerman, E. (2003). *The Paper Office*. Guilford Press.