PSYCH 525-01 Ethics and Professional Issues  
FAYETTEVILLE STATE UNIVERSITY  
COLLEGE OF ARTS & SCIENCES  
PSYCHOLOGY  
Spring 2015

I. Locator Information:  
Instructor: Dr. Geertina H. Ellis  
Semester Credit: 3 hours  
Day/Time of Class: T 6:00pm – 8:00pm  
Email: gellis2@uncfsu.edu  
Office Hours: As needed.  
Phone: (910)-670-9689

II. Course Description: PSYC 525 (3-3-0) Ethical and Professional Issues: A survey of the roles and responsibilities of mental health professionals; includes legal and ethical standards (ACA and APA) in professional practice, testing, and research. This course also reviews the professional identity and roles of counselors and psychologists.  
Prerequisite: Permission of instructor.

III. Disabled Student Services:  
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct  
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:  
http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:  
Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-1387  
psmith@uncfsu.edu  
Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:  
Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu
Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Required Textbook and Readings:
- American Counseling Association Code of Ethics ([http://www.counseling.org/resources/aca-code-of-ethics.pdf](http://www.counseling.org/resources/aca-code-of-ethics.pdf)).

VI. Student Learning Outcomes –
Upon successful completion of Psych 525 students will have acquired the following competencies:
1. Identify, describe, and apply the content knowledge of legal and ethical standards relevant to mental health professional to include psychologists and professional counselors.
2. Describe and discuss the history of the counseling profession including the roles counselors occupy in society and professional organizations.
3. Identify and reflect upon basic and underlying assumptions and values that inform ethical decision-making, treatment decisions, and other professional behaviors of mental health professionals.
4. Collaboratively discuss and personally reflect upon cultural, cross-cultural, historical, diversity, gender, socio-economic, age, health status, family, interpersonal and intrapersonal aspects of ethical decision making as they relate to professional mental health practice.
5. Discuss and reflect upon counselor’s roles in social justice and advocacy in society as a whole and within the fields of counseling, psychology, and the intersections of those fields.
6. Discuss and reflect upon personal and professional strengths, knowledge, expertise, experiences, motivation, self-care strategies, and vulnerabilities that relate to the process of developing into and fulfilling the roles of a mental health professional.
7. Identify and describe ethical and legal considerations related to the application of mental health or psychological principles, techniques, and research in clinical, industrial, and other professional settings.
8. Identify, discuss, and analyze the standards of training, preparation, credentialing, and supervision in the counseling profession.
9. Describe the roles and responsibilities of counselors as members of interdisciplinary treatment teams and emergency management response teams during local, regional, or national crises, disaster or other trauma-causing event.

VII. Teaching Strategies.
This course will be taught using a lecture and class discussion format. To create a learning climate designed to facilitate diverse learning styles, this course will employ multi-modal approaches to instruction to include demonstrations, projects, and guided debates. Active and attention student participation will be emphasized. Assessment will be based on both written and verbal displays of mastery of course content.

VIII. Confidentiality.
Any case related or personal information presented or discussed in this course should be considered confidential and as such must be considered as protected health information. Students are encouraged to reflect upon personal and, at times, difficult subjects. In order to foster an environment of openness, mutual respect, and sensitivity, disclosure of information
outside of the classroom must be limited. This practice is a skill required in professional settings.

IX. Course Requirements and Evaluation Criteria.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Student Paper</td>
<td>20</td>
</tr>
<tr>
<td>Professional Identity Paper</td>
<td>25</td>
</tr>
<tr>
<td>Final</td>
<td>25</td>
</tr>
<tr>
<td>Group Case Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Attendance and Participation/Blackboard Postings</td>
<td>15</td>
</tr>
</tbody>
</table>

(For each reading assignment the student will post at least twice per week to questions on BB. Students may be asked to elaborate or clarify their postings in class).

Total points 100

Points are transferred to a letter grade:

92 – 100 = A  
83 – 91 = B  
73 – 82 = C  
64 – 72 = D  
Below 64 = F

Assignments will be considered late by midnight of the day the assignment is due. Late assignments will receive a 15 pts. reduction per day. Assignments and due dates are available on Blackboard.

Failure to document any words, ideas, or other contributions that do not originate with you constitutes plagiarism. Assignments that are deemed to contain plagiarism of any kind will receive 0 points.

X. Course Assignments.

- Individual Student Paper: due February 17
  Every student will complete a project paper that addresses an important topic in ethics. (Students will sign up for a topic or obtain approval from the instructor for a self-selected topic). The project paper should at least include:
    - Introduction to the ethical issue(s)
    - Clarification of the ethical dilemma(s)
    - Description of ethical decision making for the issue defined
    - Application of relevant sections of both the ACA and APA codes
    - Cite appropriate references (at least 3 professional references!)

- Professional Identity Paper: due March 17
  Each student will write an in-depth examination of what he or she expects will be his/her professional strengths and weaknesses as they pertain to ethics and professional issues in counseling psychology. Included in this examination should be:
    - Describe your future career goals as a professional and identify which ethical issues may pose challenges in your career field.
    - Define and describe what personal values will guide you in your profession.
    - Define what you consider your future professional competence and how general principles of ethics as well as ethical standards (cite specific standard) play a role in obtaining that professional competence.
    - Provide examples of challenging situations where you evaluate yourself in how you handle the situation.
    - Provide examples of challenging situations where you apply ethical decision-making according to professional ethics principles and standards.
Describe what you would consider the most challenging ethical situation in your future professional practice. Evaluate the reasons that make this situation more challenging for you personally. Provide a matrix to resolve the ethic issue.

Group Case Analysis & Presentation: due April 14

Students will for groups of 2 or 3 in order to examine a case vignette that involves an ethically unclear, ambiguous or challenging situation that could be encountered in professional practice. Each group will write a thorough examination of the case and use the 8 steps of ethical decision-making as outlined in the book. Be sure to address the following:

- Present the problem and the ethical issues/concerns involved.
- Define more specifically which ethical guideline and/or standard is involved
- Describe the clinical matters that impinge on the ethical dilemma(s).
- Describe, if any, the legal issue that impact the ethical dilemma(s).
- Evaluate the rights, vulnerabilities, and responsibilities of all individuals involved.
- Describe the consultation among your group members.
- List possible ethical decisions in the case and weigh the consequences of each decision.
- Decide which decision would be the most ethical.
- Evaluate your decision and the possible outcome.

Groups can meet on Black Board as discussion group.

Students will post their group analysis on BB on the same day their group analysis is due.

Classmates will evaluate the group’s decision making.

The instructor will make case vignettes available to students.

Final: due May 5

For the final exam the student will be presented with a case situation that involves applying ethical guidelines and standards. The student will have to provide a written report on how to tackle the ethical issue and/or dilemmas involved in the case.

- The report will consist of at least 5 pages.
- The report will follow APA Style as defined in the Publication Manual.
- The report will use a model for ethical decision-making.

Students will be able to start working on this assignment after the midterm break. It will be available on BB. The due date for this assignment is May 5th by midnight.

It is expected that each student maintains the highest level of academic honesty as he or she completes the requirements for this final. Any student committing any academic dishonesty or suspected of committing any form of academic dishonesty will be formally dealt with according to the university academic policy.

XI. Attendance and Class Participation.

Regular attendance is crucial in completing the course successfully, especially since active class participation requires engaging in class discussions and activities. In accordance with the university policy, attendance will be recorded for every class meeting. There will be several in-class assignments involving case-analysis that will help prepare students for several of the assignments, especially for the final. Some activities will occur in small groups, some will be completed independently. Each student is expected to come to class prepared by having read the assigned material prior to class so that they can fully participate in class activities. Absences, tardiness, or lateness without excuse will be noted and featured in the student’s final grade.
Specifically, absences and lack of constructive involvement in the classroom activities will lead to a loss of points from total points earned.

XII. **Academic Support Resources** – Academic support resources can be found at [http://www.uncfsu.edu/advisement/student-success/campus-resources](http://www.uncfsu.edu/advisement/student-success/campus-resources) and range from tutoring, career development, personal counseling, to Black Board support.

XIII. Course Outline and Assignment Schedule: See attached and on Black Board.
# Course Outline & Schedule of Assignments

Note: Dates, structure and classroom policies are subjected to change by the instructor. Review information on BB for the most recent updates on schedule and course information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>The Counselor as Person and as a Professional / Self-Care Stress and Burnout</td>
<td>Complete the pre-reading self-inventory and read ch. 2. Post in answer to the question on BB.</td>
</tr>
<tr>
<td>January 27</td>
<td>Values and the Helping Relationships Importance of clarifying values</td>
<td>Read ch. 3. Clarify your values (have available for class)</td>
</tr>
<tr>
<td>February 3</td>
<td>Multicultural Perspectives and Diversity Issues</td>
<td>Read ch. 4 and Guidelines 1 through 6 from Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists- American Psychological Association</td>
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<tr>
<td>February 10</td>
<td>Client Rights and Counselor Responsibilities</td>
<td>Read ch. 5</td>
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<tr>
<td>February 17</td>
<td>Confidentiality: Ethical and Legal Issues</td>
<td>Read ch. 6. Individual Student Paper Due by 11:59.</td>
</tr>
<tr>
<td>February 24</td>
<td>Managing Boundaries and Multiple Relationships</td>
<td>Read ch. 7</td>
</tr>
<tr>
<td>March 3</td>
<td>Professional Competence and Training</td>
<td>Read ch. 8</td>
</tr>
<tr>
<td>March 10</td>
<td>MID TERM BREAK</td>
<td>Read ch. 9. Professional Identity Paper Due by 11:59.</td>
</tr>
<tr>
<td>March 17</td>
<td>Issues in Supervision and Consultation</td>
<td>Read ch. 10</td>
</tr>
<tr>
<td>March 24</td>
<td>Issues in Theory and Practice</td>
<td>Read ch. 10</td>
</tr>
<tr>
<td>March 31</td>
<td>Ethical Issues in Couples' and Family Therapy</td>
<td>Rad ch. 11</td>
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<tr>
<td>April 7</td>
<td>Ethical Issues in Group Work</td>
<td>Read ch. 12</td>
</tr>
<tr>
<td>April 14</td>
<td>Ethical Issues in Community Work</td>
<td>Read ch. 13. Group Case Analysis Due by 11:59.</td>
</tr>
<tr>
<td>April 21</td>
<td>Review of Group Case Analyses Specialty Guidelines</td>
<td>Presentations &amp; Discussions</td>
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<tr>
<td>April 28</td>
<td>Review /Wrap Up</td>
<td>Presentations &amp; Discussions Cont.</td>
</tr>
<tr>
<td>May 5</td>
<td>Final assignment in BB</td>
<td>DUE at 11:59 pm</td>
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</tbody>
</table>

Note: Extra readings for each week may be available on Black Board.