

Argosy University
COURSE SYLLABUS

PC 6300

Professional and Legal Ethics

Summer II 2011: 6/30-8/20

Onsite weekends: July 9 & 10 ; August 6 & 7

Faculty Information

Faculty Name: Brenda Frechette, PhD

Campus: Argosy San Francisco Bay Area

Contact Information:

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Office hours: Prior or after class meetings, otherwise use telephone or email

Faculty bio: Dr. Frechette has worked in the community mental health field for 40 years, primarily specializing in psychiatric crisis and addiction work. She currently works in the California prison system as a psychologist at a 50 bed crisis unit treating inmates who have become suicidal or unable to function because of an acute mental illness. She also has a private practice in psychotherapy and consultation. For ten years prior to this she was the supervisor of Marin County's psychiatric emergency service, served as that county's disaster mental health coordinator, as well as supervising their forensic unit (jail mental health, a case management unit for the severely mentally ill with criminal charges, and starting up and coordinating mental health court.) As an addiction specialist, she was a therapist on NIDA addiction studies at the San Francisco Veteran Administration and UCSF; a director of an inpatient chemical dependency unit, as well as outpatient intensive treatment and aftercare; a director of a crisis response unit, and a director of an outpatient detoxification program. Dr. Frechette's therapeutic style is primarily phenomenological as she has been trained in brief therapies, hypnosis, systems theory, biofeedback, somatics, and cognitive behavioral therapy. She received her Masters degree at Northern Arizona University and her Doctorate degree at California Institute of Integral Studies. She currently is licensed in California as both a psychologist and as a marriage and family therapist. Dr. Frechette has been working as an educator offering training and workshops, as well as acting as adjunct faculty at numerous universities, for the past twenty years.

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Course description: In this course we will examine common ethical issues that arise in the course of psychotherapy, assessment, and general therapeutic practice. By the end of the term students should be familiar with the 2002 APA Ethics Code, as well as how to place that code into a meaningful context within a therapeutic setting. Attention will also be paid to the cultural aspects of ethics, as well as special rules and situations regarding children and families.

Course Pre-requisites: According to MA in Counseling guidelines

Final Date to Drop Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Summer Session II (7.5 week courses):

Deadline for 100% refund: 7/8/11

Deadline for withdrawal “W”: 8/3/11

Required Textbook:

Pope, Kenneth S. and Vasquez, Melba J.T. (2007). *Ethics in Psychotherapy and Counseling*. 3rd Edition. Jossey-Bass. ISBN: 0787994006

American Psychological Association. *Code of Ethics*. May be retrieved at <http://www.apa.org/ethics/>

Other Recommended Books (BUT NOT REQUIRED)

Corey, G., Corey, M.S., Callanan, P. (2007) *Issues and Ethics in the Helping Professions*. Brooks/Cole: Cengage Learning.

Grosso, F. C. (2010) *Complete Applications of Law and Ethics for California Marriage and Family Therapists, 9th Ed.* FGrosso.com: Palm Beach, Fl.

Grosso, F. C. (2010) *Managing High Risk Clients: Protecting the Mental Health Clinician*. FGrosso.com: Palm Beach, Fl.

Knapp, S.J. & VandeCreek, L.D. (2006). *Practical Ethics for Psychologists: A positive Approach*. American Psychological Association: Washington D.C.

Nagy, T. F. (2005) *Ethics in Plain English: An Illustrative Casebook for Psychologists*. 2nd Edition. American Psychological Association: Washington D.C.

Course length: 7.5 Weeks **Contact Hours:** ~32 Hours **Credit Value:** 3

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Course Objectives:

As a result of this course, students will demonstrate the following:

1. Demonstrate and integrate a thorough knowledge of (1) the APA ethical principles for psychologists and code of conduct and (2) the ethical guidelines and standards of practice in the specialty of counseling psychology, by the competent application of such principles and guidelines to counseling cases and situations.
2. Demonstrate and integrate a competent understanding and the ability to apply ethical and legal standards within diverse counseling psychology contexts and practices to diverse populations, including gender, age, disability, collaterals, legal, cultural, and custodial.
3. Analyze effectively the models of ethical decision-making processes and apply these models to counseling and program practices.
4. Demonstrate and apply competently the basic legal and ethical obligations to report and warn to a variety of potential legal-ethical dilemmas in counseling psychology practices.
5. Describe and analyze theoretically the multifaceted role incongruence and conflicts of the counseling practitioner working in forensic settings.

Method of Instruction:

This course will be delivered in a blended format, including two weekends of lecture, discussion, video, role-plays, and ancillary readings. . Students will actively and regularly participate in lecture, assignments, and discussion online at eCollege-www.myeclassonline.com.

Reading and Online Assignment Table

Reading assignments from the text are listed below. There will also be additional articles that will either be handed out in the onsite class or posted online. Posting requirements consist of one weekly post. **All posts are due Mondays at 12:00 midnight PST.**

	WEEK	READINGS	ASSIGNMENTS
1	6/30-7/10	Text Ch 1, 2, 3	Introduce yourself online by Sunday July 3 Online assignment due July 8 by midnight Meet July 9& 10
2	7/11-7/18	APA ethic guidelines Appendix A of book Chapters 4, 5 , 7, 8	Online assignments due 7/18
3	7/19-7/25	Continue readings	Online assignment due 7/25
4	7/26-8/1	Ch 6, 10, 11	Online assignments due 8/1
5	8/2-8/7	Ch 13,14,15,16	Meet August 6 & 7 Final in class---open book Debate (teams/topics to be assigned first class meeting)
6	8/8-8/15	Ch 12, 17	Online assignments due 6/20
7	8/16-8/20	Ch 18	

Grading Criteria

Class attendance and online participation is mandatory. Missing a day of the onsite weekend class will result in automatic failure of the class (missing one day is a quarter of the class time.) If you know you will have a scheduling conflict, please take the course at a different time. Onsite, online and email assignments are to be submitted by due dates by **12:00 midnight** for full credit (10% deduction in grade per day after that time period). No assignment accepted if late more than 5 days.

In addition to the above online assignments, the following work will be required:

Grades will be determined as follows:

Participation onsite: 100 points

Online activities: (40 points per week for 5 weeks—total of 200 pts)

In-class debate (2nd Saturday): 50 pts

Final (in class, open book, 2nd weekend) 50 pts.

Total points: 400 points

Online activities will include:

1. Quizzes
2. Short Essay
3. Discussion

Debate format: Debate teams and topics will be assigned on the first weekend. Format will also be discussed the first weekend. Debates will occur the last Sunday of class.

Final: This will be an in class final, based on the quizzes and short essays done online, as well as readings and class discussions.

Grading Scale:

- A 381-400
- A- 360-380
- B+ 347-359
- B 333-346
- B- 320-332
- C 281-319
- F <280

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication*

Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and

completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.