

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

COURSE SYLLABUS

Summer I: May 9 – June 29, 2009
Weekends: May 23-24 and June 20-21, 2009

Course Title: Professional and Legal Ethics

Course Number: PC6300A – Weekend Program

Instructor: Neil Ross
(510) 848-5306 Preferred
(510) 217-4749 AU
Nrossausfba@comcast.net

Office Hours:
Email, Phone, By Appointment
Tues, Weds, Thurs: 11-1PM

Final Date to Drop the 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 (indicated by bold type). Students may not withdraw from this course after the date 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 I (7.5 week courses): June 11, 2009
Summer Session II (7.5 week courses): August 3, 2009
Summer Full Term (15 week courses): July 14, 2009

Required Texts

Pope, Kenneth S. and Vasquez, Melba J. T.. *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/>)

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

Program Outcomes: Master of Arts in Counseling Psychology

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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.

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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

Upon successful completion of this course, student shall have developed the skills to:

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 and discussion, video, and role-plays, and ancillary readings. The class will meet on the weekends of May 23-24, and June 20-21, 2009. Students will actively and regularly participate in lecture, assignments, and discussion online at eCollege – www.myeclassonline.com --beginning May 9, 2009 until the end of Fall I. The Fall I term of the Summer Semester 2009 begins on May 9th and concludes on August 20, 2009.

One absence is allowed; more than one necessitates consultation with the instructor regarding additional assignments or withdrawal from the course. Classes will begin promptly.

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Major Content Areas:

1. History and Principles of Professional Ethics
2. Roles, Responsibilities, and Conflicts
3. Rights of clients and professionals
4. Diagnosis and Treatment Planning-Recommendations
5. Boundaries and limits
6. Assessing Risk: Dangerousness, Duty to Warn, Competence, Involuntary Detention
7. Consultation, Expert Witness, Privilege, Dual Relationships, and Scope of Competence and Practice.
8. Cultural and individual differences
9. Child Custody, Abuse and Neglect, Personal Injury, Civil Competence
10. Record Keeping, Research, and Report Writing

Schedule:

[Below are the class reading assignments. Classroom topics may not always follow order or subject matter of textbook chapters]

Reading Assignment:

By Weekend #1

Chapters 1-9

By Weekend #2

Chapters 10-18

Assignments: [To be discussed in detail online during first class week]

- Two take-home, essay examinations – around 10 days to complete. (40%)
- One 10-15 page paper on an assigned topic (Team papers are acceptable but longer) (25%)
- One presentation in class Weekend #2 (20%)
- Active class and online participation (15%)

Student Performance Evaluation Criteria

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated

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	material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentations

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Papers

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

[**Criteria for Projects:** (If assigned)]

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C

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70-72 C-
69 below F

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

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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.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.

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