



MAC 538 Professional Orientation and Ethics Saint Martin's University - Master of Arts in Counseling Foundations Level

K Alexandra Onno, PhD, LMHC

SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

Faith	Reason	Service	Community
In this course students explore own belief systems, biases and blind spots, and the appropriate role of counselors' own faith systems in practice.	Students learn skills in thinking with integrity and a high sense of ethics which will lay a foundation for future application in their work as counselors.	Through entering the counseling profession with a sense of ethical responsibility, students will be able to serve future clients with integrity.	By attending several county court sessions students connect their learning to the greater community.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective

actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

COURSE DESCRIPTION AND CLASS FORMAT

MAC 538 Professional Counseling Orientation and Ethical Practice is designed to give students the knowledge necessary to orient to the counseling profession in an ethical and responsible manner. One overarching emphasis of the class will be ethical and culturally relevant counselor identity formation and counselor roles.

1. Learn principles of the counseling profession and ethical practice (ACA and AAMFT)
2. Examine the affective component of the profession and our ethics by examining our own behavior
3. Commit to ethical and culturally relevant practice in our own professional lives as counselors
4. Enhance fundamental respect for others and advocacy on behalf of the profession and clients
5. Examine the major legal issues affecting the practice of counseling
6. Experience the court system and the process of testifying as expert witnesses in courts of law

We will consider history and philosophy of counseling, roles of counselors, emergency management response teams, professional organizations, credentialing, labor market, administration, finance, accountability, technology, and legal venues and systems supporting and involving counseling. We will also examine self-evaluation, self-care, and the role of ethical and culturally relevant supervision.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

Student Learning Objective	Outcome Measures
1. Students will understand principles of the counseling profession and ethical practice in counseling	The student will show competency regarding the importance and practice of ethics as defined by CACREP, the ACA, and AAMFT through the completion of three quizzes.
2. Students will evaluate counseling roles, behavior, collaboration and consultation and apply fundamental respect when making ethical decisions	The student will utilize best practice guidelines, ethics, and laws to explain and analyze major issues related to counseling roles and functions through entries in online forums.
3. Each student will uncover their own assumptions and style of treatment, and learn how to apply these styles in professional settings.	The student will evaluate their own counselor identity and behavior and examine such components to understand effective practice by taking part in an activity considering an ethical dilemma.
4. Students will consider family systems in the context of issues common to individuals and families impacted by military service.	The student will submit answers to forum posts and class discussions considering research analysis in the context of issues common to individuals and families impacted by military service
5. Students enhance self-knowledge and counseling competence through writing.	The student will complete online posts and take part in discussions to enhance self-knowledge, explore counselor identity, and expand competence.
6. Students will synthesize issues of race, class, age, gender, sexual orientation and other group memberships as related to ethical and culturally relevant counseling practice.	The student will demonstrate anti-oppressive consciousness through constructive class discussions that addresses dynamics of privilege and the needs of marginalized populations.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE

- a. history/philosophy
- b. roles, collaboration and consultation
- c. emergency management response teams
- d. advocacy on behalf of profession
- e. advocacy for client access, equity, success
- f. professional organizations
- g. credentialing: certification, licensure, and accreditation/public policy
- h. labor market
- i. ethical standards and legal considerations
- j. technology
- k. self - evaluation
- l. self - care
- m. supervision

LICENSURE REQUIREMENTS

MAC 538 Professional Counseling Orientation and Ethics will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (b) Ethics/Law, see WAC 246-809-221. MAC 538 will also meet WA licensure requirements for marriage and family therapy in areas (g) Professional Ethics and Law, see WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 538 Professional Counseling Orientation and Ethics may meet WA chemical dependency professional certification in areas (R) Chemical Dependency Confidentiality, (G) HIV/AIDS Brief Risk Intervention for the Chemically Dependent, (W) Chemical Dependency Rules and Regulations, and (S) Professional and Ethical Responsibilities. WAC 246-811-030.

SECTION TWO**INSTRUCTOR:** K Alexandra Onno**CONTACT INFORMATION:** needs info**OFFICE HOURS:** TBA**CLASS DAY AND TIME:** Session A: Tuesdays 3:00-5:30pm | Session B: Tuesdays 6:00-8:30pm**BUILDING AND ROOM:** TBA**REQUIRED TEXTS AND READINGS**

Corey, G., Corey, M., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed). Cengage (Brooks/Cole). (PURCHASE SELECTED CHAPTERS ONLINE - NOT FROM BOOKSTORE – see link with instructions on the Moodle). Alternately, you can order older editions (217 of the 7th ed. as cheap as \$0.01 used; 47 of 8th ed. at \$13.31) from abebooks.com or amazon.com (rent or buy). s numbers may not match with older editions. Additional e-reserve selections and Internets on weekly topics of ethics and the law (on our Moodle)

METHODS OF INSTRUCTION

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

STUDENT EVALUATION AND GRADING POLICY

Grading in the MAC Program follows the SMU guidelines of a reward model. According to SMU guidelines, the baseline (average) grade for graduate students is a "B." Those performing above the average for MAC graduate students will earn a "B+" and those showing excellence earn an "A-". A grade of "A" indicates unusual distinction. MAC program faculty use the following scale as a guideline for grading.

A = 95-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

D = 65-74 Not a Passing Grade. The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

F = Below 65 Failure. The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

Grade	Points
A	96
A-	95
B+	92
B	86
B-	85

C+	82
C	76
C-	75
D+	72
D	66
D-	65
P	0
F	0

COURSE SCHEDULE

WEEK ONE

Orientation to Class and to Ethical Practice in MHC, MFT, & CD Counseling

History and Philosophy of Counseling

Required Class Session: "Introduction to Procedures & Moodle"- Wed. 25 Jan, 2017 - 4:35-5:40 in Old Main 415

It is very important that you attend this session. It is our only face-to-face meeting time this semester.

"Zeal is the engine that drives the whole vehicle. Without it we would get nowhere. But without clutch, throttle, brakes, and steering wheel, our mighty engine becomes an instrument of destruction and the more powerful the motor, the more disastrous the inevitable crack-up if the proper knowledge is lacking. There is a naturally tendency to let the mighty motor carry us along, to give it its head, open up and see what it can do. We see this in our society today.... We have the zeal, but not the knowledge, so to speak. And this is a very dangerous situation."

On-Line Course cartoon

Learning Tools

Student Learning Outcomes for Orientation

Bob Newhart Show (Chew on the Ethics of this One!) (YouTube)

Experimenting (Make sure you can do **all** of the following):

- Display all content; resize pop-up screens; return to Moodle
- Can avoid pauses in YouTube and handle volume fluctuations
- Know how to find free MS, PDF, & PP software
- Access the main text and articles online and
- Know how to print different resources
- Can post an assignment using MS Word
- Can reply to others in a threaded discussion in a Moodle Forum

Weekly Activities

We will be meeting today from 4:30 to 5:40 in Old Main 415. Please don't forget. Your responsibility will be to bring to the session at least one question on the website or the class. For this first session, we will concentrate on Moodle and the online syllabus.

Application Project: Intro to Ethics Codes in MHC, MFT, & CD Counseling Assignment

Forum: Discussion for Reading and Discussing a Code of Ethics

WEEK TWO

Codes of Ethics in MHC, MFT, & CD Counseling

"The theoretical bases of our ethics codes have lain unexamined. We learn not to do X, but we do not always learn what it is about X that creates its unethical nature.... The emphasis in our ethics training seems to be on what we should avoid, rather than on what we can do to ensure an ethical stance of doing no harm." (Laura S. Brown)
Code of Ethics cartoon

Learning Tools

Student Learning Outcomes for Codes of Ethics in MFT, MH, & CD Counseling

Required Readings

Corey Text - Chapter 1 - pp. 5-28 (33 pp)

Questions to Consider in Examining Potential Boundary Crossing

Top Six Ethical Complaint Allegations

Intense Emotions & Reactions in Counseling - Pope

Schank & Skovholt, 2006, Development of an Ethics Code (PsychInfo)

Ponton & Duba, 2009, The ACA Code of Ethics: Articulating counseling's professional covenant (PsychInfo)

Behnke, 2006. Responding to a colleague's ethical transgressions

Weekly Activities

Forum: Discussion of ED: The Date Night

WEEK THREE

Informed Consent and Disclosure Statements

Counselor Roles, Collaboration and Consultation

"Informed consent is a recurrent process, not a static set of proforma gestures. It develops out of the relationship between clinician and client... Many of us may be so eager to start doing counseling that we try to avoid talking with our clients about consent issues. We try to push all the responsibility off onto a set form, and let the form do the work." (Pope & Vasquez)

Informed Consent Cartoon

Learning Tools

Student Learning Outcomes for Consent & Disclosure

Printer Friendly Table Comparing Disclosures for CC and Licensed

Informed Consent - History (YouTube)

The Ethics of Informed Consent (YouTube)

Required Readings

Chapter 5 - pp. 158-205 (47 pp)

Nathe, W. (2000). The Issue of Informed Consent (eReserve)

WAC/RCW Regulations re. Disclosure for License (Internet)

WAC/RCW Regulations re. Disclosure - I (Internet)

WAC/RCW Regulations re. Disclosure - II (Internet)

WAC/RCW Regulations re. Disclosure - III (Internet)

Fisher & Oransky (2008). Informed Consent to Psychocounseling: Protecting the dignity and respecting the autonomy of patients (PsychINFO)

Barnett, et al. (2007). Informed consent: Too much of a good thing or not enough? (PsychINFO)

Weekly Activities

Forum: Discussion of ED: "The Foster Daughter"

React to my reaction to the ED student leads' posting for last week's ED (at the top of this week's materials)

Application Project - Draft a Disclosure Statement Assignment
Forum: Discussion of Draft of a Personal Disclosure Statement

WEEK FOUR

Confidentiality in MFT, MH, & CD Counseling (w/intro to HIPAA)
Emergency management response teams

"Third parties, such as insurance providers, have become part of a triad of counseling, with confidentiality a casualty of the system."

Confidentiality cartoon (scroll down to see more)

Learning Tools

Student Learning Outcomes for Confidentiality (incl. HIPAA)

Privacy, Security, and You (YouTube)

HIPAA Compliance - Introduction to HIPAA (YouTube)

HIPAA 101 (Silly Fluff, but kind-o'-cute YouTube)

Required Readings

Corey Text - Chapter 6 - pp. 210-229 (19 pp)

What is "Evidence Privilege"? (Wikipedia)

Trowbridge (2000) Informed Consent (eReserve)

Shaub, J. (2007) Confidentiality & Privilege in the State of WA (Internet)

Privilege for MHCs & MFTs in WA - RCWs (See #9) (Internet)

Wiki Introduction to HIPAA

Richards (2009) Electronic Medical Records: Confidentiality Issues in the Time of HIPAA (PsycINFO)

Myers (2010). Fundamentals of HIPAA (Internet) (Some of this can be skimmed)

Weekly Activities

Please post a reaction to that before starting any work for this week.

WEEK FIVE

Duty to Protect (Tarasoff & Suicide)
Advocacy on behalf of the profession

"Each victim of suicide gives his act a personal stamp, which expresses his temperament, the special conditions in which he is involved and which, consequently, cannot be explained by the social and general causes of the phenomenon." (Emile Durkheim, 19th Cent. founder of modern Social Science)

Tarasoff reporting cartoon

Learning Tools

Did you read the discussion (just above) of last week's ED, the Pregnant Girlfriend? Please read that before starting any work for this week.

Student Learning Outcomes for Duty to Protect (Tarasoff & Suicide)

What are suicide warning signs? (YouTube)

Revisiting Tarasoff - Psych Today 2014

And on a lighter note: "Your Mother's Here" -- Therapist Boundaries (or Lack, Thereof) (YouTube)

Patient Form HIPAA

Primary on HIPAA 2005

Power Point on HIPAA (Maile Bay)

Required Readings

Corey Text Chapter 6 - pp. 230-250 (20 pp)

Trowbridge (2000). Tarasoff Law in Washington: Duty to Protect (eReserve)

[Costa & Altefruse \(1994\). Duty-to-warn guidelines for MH counselors \(eReserve\)](#)
[Weinstock et al \(2014\) No Duty to Warn in California: Now Unambiguously Solely a Duty to Protect](#)
[Paris \(2006\). Predicting and Preventing Suicide: Do we know enough to do either? \(PDF\)](#)
[Oravec & Moore \(2006\). Recognition of Suicide Risk According to Characteristics of the Suicide Process](#)
[Lee & Bartlett \(2005\). Suicide Prevention ...w/o a No-Suicide Contract \(PsychINFO\)](#)
[Harvard Mental Health Letter \(2003 May\). Confronting Suicide Part I \(CINAHL\)](#)
[Harvard Mental Health Letter \(2003 June\). Confronting Suicide Part II \(CINAHL\)](#)

Weekly Activities

QUIZ ONE

WEEK SIX

Duty to Protect (Children/Vulnerable Adults & Counseling with Children) **Advocacy for client access, equity, success**

"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace." (Kofi Annan, UN Sec-Gen, 1997-2006)

[Cartoon on Protecting Children](#)

Learning Tools

Please read the discussion (just above) of last week's ED, the Bubble Bath, before starting work for this week.

[Student Learning Outcomes for Duty to Protect \(Children\)](#)

[Quick Glance Intake Summary Report CPS](#)

[Child Abuse Allegations or Concerns Report CPS](#)

[Risk Factor Matrix CPS](#)

[CPS Time Lines](#)

[Example of Emotional Pick-up of Child \(YouTube\)](#)

[Reporting Child Abuse: Care Enough to Call \(YouTube\)](#)

[Mandatory Reporting of Suspected Child Abuse - 1 \(YouTube\)](#)

[Mandatory Reporting of Suspected Child Abuse - 2 \(YouTube\)](#)

[Mandatory Reporting of Suspected Child Abuse - 3 \(YouTube\)](#)

Required Readings

Corey text: Chapter 6 pp. 250-257 (7 pp)

[WAC on Reporting in 24 hours \(Internet\)](#)

[RCW on Reporting in 48 hours \(Internet\)](#)

[DOH resolution of the 24 hr vs. 48 hr reporting controversy](#)

[RCW on Age of Consent for Mental Health Services for Minors \(Internet\)](#)

[Health Care Rights for Minors in Wash. State](#)

[Willwerth, J. \(1991\). Should We Take Away Their Kids? Time magazine \(eReserve\)](#)

[Daly, L. \(1991\). Essentials of Child Abuse Investigation and Child Interviews \(eReserve\)](#)

[McWhirter & Okey \(1990\). Ethical conflicts in cases of suspected child abuse \(eReserve\)](#)

Weekly Activity

WEEK SEVEN

Professional Organizations

Historical Issue I: Repressed (Recovered) Memory Syndrome

"Having an upsetting memory pop up seemingly out of the ether is confusing.... And no matter how many psychiatrists told me that repression is a common response to experiences

too traumatic to process, it was hard for me to understand how my brain could have tricked me so thoroughly, hence the ongoing controversy surrounding the veracity of repressed and recovered memories." (Emily McCombs, 2010)

[Repressed Memory Cartoon](#)

Learning Tools

[Student Learning Outcomes for Repressed Memory](#)

[Exclusive: The Bunny Effect \(YouTube\)](#)

[False Memories - Lost in a shopping Mall \(YouTube\)](#)

[Recovering Memories with NLP & Hypnosis Part II \(YouTube\)](#)

[Controversy Over Repressed Memories \(YouTube\)](#)

Required Readings

[Corey Chapter 5 - pp. 199-200 \(1 p\) \(Click here\)](#)

[RCW - Limitations on Action re. Child Abuse \(Recovered\) \(Internet\)](#)

[Taylor, John \(1994\). Donna & the Counseling Police \(eReserve\)](#)

[Pope \(1998\). Pseudoscience, Cross-exam., & Evidence in the Rec. Memory Controversy \(PsycINFO\)](#)

[Rosen et al. \(2004\). A Historical Note on False Traumatic Memories \(PsychINFO\)](#)

[Jaroff \(1993\), Lies of the Mind \(eReserve\)](#)

[Carroll, Robert \(1996\) Repressed memory counseling \(Internet\)](#)

[Herrmann & Yoder \(1998\) The potential effects of the implanted memory paradigm on child subjects](#)

WEEK EIGHT

Credentialing: National Certification, State Licensure, Program Accreditation

Historical Issue II: Duty to Protect (HIV/AIDS Clients)

"AIDS occupies such a large part in our awareness because of what it has been taken to represent. It seems the very model of all the catastrophes privileged populations feel await them." (Susan Sontag, author & activist)

[Cartoon on HIV/AIDS](#)

Learning Tools

[Student Learning Outcomes for Duty to Protect \(HIV/AIDS\)](#)

[Man Knowingly Gives Aids to Dozens of Women \(YouTube\)](#)

[Introduction to HIV/AIDS: What You Need to Know \(YouTube\)](#)

[Living with... and speaking out HIV/AIDS Stigma \(YouTube\)](#)

[Feature: Workplace, Employment, People Living with HIV/AIDS \(YouTube\)](#)

Required Readings

Corey Text - Chapter 6 - pp. 257-264 (7 pp)

[RCWs on HIV - browse any, but emphasize 70.24.024 \(esp. #3\), 70.24.034, 70.24.080, 70.24.084, and 70.24.140 \(Internet\)](#)

[ACLU \(2010\), Coercive vs. Voluntary Partner Notification \(Internet\)](#)

[New WAC requirements on Partner Notification](#)

[Chenneville, Tiffany \(2007\). Tarasoff & HIV, Focus](#)

[Shernoff, M. \(1995\) Counseling Chemically Dependent People with HIV Illness](#)

[Yarhouse \(2003\). Working with Families Affected by HIV/AIDS \(PsycINFO\)](#)

Weekly Activities

[Forum: Discussion of ED: HIV Leigh](#)

WEEK NINE

Public Policy

Boundaries with Multiple Relationships (incl. Bartering and Gifts)

"We don't need to flee from the possibility of role overlap, but rather we are to take responsibility for making the first step toward boundary management." (N. Eldridge (1997). Mutuality, psychocounseling, and ethics.)
Bartering for Services cartoon

Learning Tools

Student Learning Outcomes for Multiple Relationships
Dual & Multiple Relationships in Counseling: Part E of Boundaries Series (YouTube)
Electronic Communications /Social Media
Dual & Multiple Relationships in Counseling: Part E of Boundaries Series (Contributed by Juliana Brown) (YouTube)
Rob Law Explains Tax Laws Related to Bartering (YouTube)

Required Readings

Corey - Text Chapter 7 - pp. 268-300 (32 pp)

Knox (2003). 'Here's a little something for you': How therapists respond to client gifts (PsychINFO)
Moleski & Kiselica (2005). Dual Relationships: A Continuum from Destructive to Therapeutic (PsychINFO)
Ethical Penalty for Exorcism
Kagle et al. (1994). Dual relationships and professional boundaries (PsychInfo)
Zur (2007). A Decision-Making Process For Boundary Crossing and Dual Relationships (PsychInfo)

Weekly Activities

"Prime" Assignment
Forum: Posting and Discussion of Movie "Prime"

WEEK TEN

Labor Market

Ethical Role of Values, Spirituality, Religiosity, and Social Justice

"Some people independently choose values for themselves. Others allow their environment to choose their values for them. Many people never or rarely think about what they value, and thus they don't know what they stand for. Instead of writing the script for their own lives, they are merely actors on a stage, playing out scenes dictated by an unseen director." (Bergin, A. (2002). *Eternal Values and Personal Growth*)
Therapist & Client Values Cartoon

Learning Tools

Student Learning Outcomes for Values, Spirituality, & Higher Power in Counseling
Statistics on Religion in America Report - Pew Forum (Internet) (Mainly look at Table)
Pew Religious Survey (Internet) (Look at Table)
RCW - Confessional Privilege for Clergy (See #3) (Internet)

Required Readings

Corey Text - Chapter 3 - pp. 76-109

Carlson & Erickson (1999). Recapturing the person in the therapist: An exploration of personal values, commitments, and beliefs (Springer)
Fife & Whiting (2007). Values in Family Counseling Practice & Research: An Invitation for Reflection (Springer)
Seymour (1982). Counselor/therapist values and therapeutic style. In Values, ethics, legalities (eReserve)
Rollins, J. (2009). Connecting with Clients of Faith

Hathaway et al. (2004). Assessing Religious/Spiritual Functioning: A Neglected Domain in Clinical Practice? (PsycINFO)
Therapists May Refer LGBT Clients Based on Religious Values in TN

Weekly Activities

Social Justice Advocate with a Conservative Client Assignment

WEEK ELEVEN

Ethical Standards Reviewed

Counselor/Client Sexual Attraction and Sexual Relations

The required video, "My Doctor, My Lover" can be checked out for viewing on campus in small groups

Check it out from Sandy Brandt

"There is, of course, a clear prohibition: avoid any sexual involvement with clients. No cause, situation, or condition could ever legitimize such intimacies with any client. The prohibition stands as a fundamental ethical mandate, no matter what the rationalizations." (Pope & Vasquez (2007). Ethics in Psychocounseling and Counseling)

Client-Therapist Attraction cartoon

Learning Tools

Student Learning Outcomes for Therapist-Client Attraction & Sex

Freudian Slip: Therapist Jailed for Sexual Relationship with a Patient (2014) (News Video)

Video: "My Doctor, My Lover" - This video must be viewed on campus in groups - Sandy has the videos

Required Readings

Pope et al (1986). Sexual Attraction to Clients: The Human Therapist and the (Sometimes) Inhuman Training System (Internet)

Ford & Hendrick (2003). Therapists' sexual values for self & clients: Implications for practice and training (PsychInfo)

WAC/RCW Definitions of Sexual Misconduct (Internet)

Zur (2007). Touch in Counseling (PsychInfo - may take time to open)

BHR Fined for Ethics of Counselor (News Article)

Sherman (1993). Behind Closed Doors: Therapist-client sex (CINAHL)



Pope (2001). Sex Between Therapists and Clients (Internet)

Smith, S. (1989). The seduction of the female patient. In Gabbard, Sexual exploitation in prof. relationships (eReserve)

Weekly Activities

Review of the Frontline Documentary, "My Doctor, My Lover" Assignment

Subtle Lack of objectivity flaws 'My Doctor, My Lover' (Internet)

Forum: Discussion of Film "My Doctor, My Lover"

QUIZ TWO

WEEK TWELVE

Legal considerations in the profession

Ethics in Marriage and Family Counseling & Domestic Violence

Answers to Questions About Last Week's film: "My Doctor, My Lover"

"Marriage and Family counseling is not simply a treatment approach. It is a way of understanding human behavior and conceptualizing problems... (therefore) ethical principles often taken on even greater complexity." (Wilcoxon, et al. (2007).

MFT Ethics cartoon

Learning Tools

[Student Learning Outcomes for MFT & DV](#)
[Ethical Considerations in Working With Victims of Domestic Violence](#)
[Techniques for Working Ethically with Victims of DV](#)
[Safety Plans \(in Domestic Violence Cases\)](#)
[Reporting Abuse and Helping Survivors of Domestic Violence \(YouTube\)](#)

Required Readings

Corey Text - Chapter 11 - pp. 449-475 (26 pp)

[Relationship of MFT to Other Professions](#)
[Code of Ethics - AAMFT](#)
[Margolin et al. \(1982\). Ethical and legal considerations in MFT \(PsycINFO\)](#)
[Beamish et al. \(1994\). Ethical Dilemmas in MFT: Implications for Training \(PsycINFO\) \(Use print icon on far right\)](#)
[Butler, et al. \(2008\). Facilitated disclosure versus clinical accommodation of infidelity secrets \(PsycINFO\)](#)
[Huston, Kathleen \(1984\). Ethical decisions in treating battered women \(PsycINFO\)](#)

Weekly Activities

Please do NOT attempt to complete the observation of 2 courts this week. Please *wait* until the material is covered - next week - at which time I will reopen the details of the assignment

WEEK THIRTEEN BREAK --- No Class this week

WEEK FOURTEEN

Technology

Serving as an Expert Witness & the Legal Process

"The key characteristic sought in an expert witness is the ability to be a good educator.... An expert is helpful to the court to the degree that he or she effectively communicates new and complex information into language that is easily understood by the judge and jury." (Barsky & Gould (2002). Clinicians in Court: A Guide)

[Expert Witness cartoon](#)

Learning Tools

[Student Learning Outcomes for Expert Witness & Legal Involvement](#)
[Worst Cross Examination Ever \(YouTube\)](#)
[One Description of the Difference between a Lay/Fact Witness and an Expert Witness](#)

Required Readings

[Murphy, Stacy \(2011\). Your Witness \(Internet\)](#)
[Shaub, J. \(2006\). So, You're Going to Have a Deposition \(eReserve\)](#)
[Slovenko \(2002\). On a Therapist Serving as a Witness \(Internet\)](#)
[Meyerstein & Todd \(1980\). On the witness stand: The Family Therapist and Expert Testimony \(eReserve\)](#)
[Shuman & Greenberg \(2003\). The expert witness, the adversary system, & the voice of reason \(PsycINFO\)](#)
[Williger et al. \(1995\). A Trial Lawyer's Perspective on MH Professionals as Expert Witnesses \(PsycINFO\)](#)
[Bernstein \(1979\). Lawyer and therapist as interdisciplinary team: Trial preparation \(eReserve\)](#)
[Shaub, J. \(2010\). Don't Panic: Handling Ethics Complaints \(eReserve\)](#)
[Saks, \(1990\). Expert witnesses, nonexpert witnesses, and nonwitness experts](#)

Optional: Rent and watch the movie, "A Few Good Men" to see some of "10 Traps in Cross-Examining" at work

Weekly Activities

Ethical Dilemma: No Fee Fiasco

Forum: Discussion of ED: No Fee Fiasco

Observations in (2 of) Juvenile, MH/Drug, District, or Superior Court -- Due in Two Weeks Assignment

Assignment to Attend Court -- This is the week to attend court. However, the assignment write-up and associated forum is not due for two weeks (by student request)

WEEK FIFTEEN

Self-Evaluation

Credentials in MHC, MFT, & CD Counseling in the State of WA

"It is unethical and unprofessional for counselors to advertise with...meaningless generic initials (like John Doe, MA, MFT). In doing so, they are falsely implying that they have some special training certification or licensure beyond their degree and are deliberately misleading people." (www.counselingseattle.com)

Remember that becoming a member of either ACA or AAMFT is now required by the MAC Program.

Counseling Credentials cartoon

Learning Tools

Student Learning Outcomes for Counseling Credentials

WA State Req. for Certification as a Chemical Dependency Professional

What's an AA meeting like? (Youtube)

What to Expect at a First AA Meeting (Youtube)

Schedule of AA Meetings in Olympia

Required Readings

FAQs for MFT & MHC Associate License (Internet)

NBCC Credentialing Guide (NBCC)

Credential Requirements in Alcohol and Chemical Dependence Counseling

Weekly Activities

Observations in Open Meeting of Alcoholics Anonymous Assignment

WEEK SIXTEEN

Self-Care and Supervision

Private Practice & CD Counseling in an Era of HMOs

Forum: Make One Comment re. Summary Discussion of Last Week's ED (due by Tues)

"Counseling-business owners are entrepreneurs and a wonderful type of entrepreneur: "thera-preneurs." They are very creative professionals. They are able to design how they deliver services and run their businesses to suit their passions, energy, business and lifestyle goals." (On-line blog)

HMO cartoon

Learning Tools

Student Learning Outcomes for Private Practice

What is an HMO? (YouTube)

Managed Care (HMOs) (Wikipedia)

Ideas for Building a Private Practice (YouTube)

Required Readings

Adams (1987). A Brave New World for Private Practice? Big Business Sees Big Bucks in Psychocounseling (eReserve)

Shallcross, Lynn (2011). Breaking away from the pack (in PP) (Internet)

Walsh & Dasenbrook (2008). Private Practice in Counseling: The complications of sliding fee scales (Internet)

Harris (n/d). Risk Management Issues of Fee Adjustments and Sliding Fee Scales (Internet)

Weekly Activities

QUIZ THREE

This is the week to submit your write-up of the assignment to attend court and to hold the associated forum

SMU ACADEMIC CALENDAR

Classes Begin	January 14, Monday
Martin Luther King Day (University Closed)	January 21, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	January 25, Friday
Presidents Day (University Closed)	February 18, Monday
Spring Break: No Classes, University Offices Open	March 11-15, Monday-Friday
<i>Mid-Term Grades Due to Registrar</i>	March 11, Monday
Saint Benedict's Day: University Closed	March 21, Thursday
Advising Week: Classes Meet Students Encouraged to Schedule Meeting with Advisors	March 25-29, Monday-Friday
Priority Registration Begins for Summer/Fall 2019	April 08, Monday
Last Day for Withdrawal (W grade)	April 12, Friday
Good Friday (University Closed)	April 19, Friday
Easter Monday (University Closed)	April 22, Monday
Honors Convocation and Scholars Day	April 30, Tuesday
STUDY WEEK – No University-Sponsored Social or Club Activities	April 29 – May 03, Monday-Friday
Senior Commencement Fair	May 02, Thursday
Saint Thomas Aquinas Study Day – No Lacey Campus Classes	May 03, Friday
Final Examinations	May 06-09, Monday – Thursday
Chancellor's Baccalaureate Mass & Hooding Ceremony	May 10, Friday
Commencement	May 11, Saturday
<i>Grades Due to Registrar</i>	May 13, Monday

COURSE AGREEMENT

Please fill this out completely before our first class.

Name _____ Course Name, Semester, Year _____

Preferred Pronoun (optional) _____ Age (optional) _____ Ethnicity (optional) _____

Address _____ Zip _____ Email _____

Phone Numbers: work _____ home _____
 (Please indicate which numbers can be placed on a class list for students in this class.)

Relational Status (optional) _____ Children _____ Ages _____

Presently employed? _____ Place of Employment _____

B.A. Degree from _____ Major _____

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? Please be specific.

2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)

3. Please describe your previous exposure, training or education in issues of social membership, power and oppression.

4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)

5. What do you bring to this course? What will you contribute?

6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)

7. Are you willing to commit to being a supportive learning partner with all of us in this class? How will you do that?

8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?

9. I have read the syllabus and schedule. I have read and understand it.

Signed: _____

Date: _____

Please review and return week two

Ground Rules and Class Agreement

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
6. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

Please answer and discuss the following:

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?
4. How do you think conflict should be handled in this class?
5. What does respect mean to you? What has characterized your best classroom experience?

SECTION THREE

COURSE OBJECTIVES

- Students will consider the history and philosophy of counseling throughout class lectures and online forums.
- Each student will take part in professional counseling roles, collaborations and consultation.
- Students will enhance skills regarding advocacy on behalf of the profession.
- Students will conceptualize what taking action regarding advocacy of client access, equity, and success resembles.
- Students will research professional organizations and what ethical practice looks like within each establishment.
- Students will understand the process of credentialing, such as certification, licensure, and accreditation/public policy.
- Students will enhance their understanding of the labor market.
- Students will consider ethical standards and legal considerations within the scope of counseling.
- Students will comprehend technology needed as a counselor.
- Students will take part in self – evaluation throughout the extent of the course.
- Each student will obtain knowledge regarding self-care and the importance of self-care as a counselor.
- Students will be able to appraise and apply principles of ethical practice as defined by the ACA and AAMFT Codes of Ethics.
- Students will evaluate their own ethical behavior to examine the affective components in ethics.
- Students will be able to define and articulate a commitment to ethical practice in their professional lives as counselors.
- Students will apply concepts of fundamental respect for others when making ethical decisions.
- Students will be able to explain and analyze major legal issues affecting the practice of counseling.
- Students will assess the court system and the process of testifying as an expert witness in courts of law.
- Students will be able to articulate current Washington state laws as they apply to counselors and the practice thereof.

MAC 538 STUDENT LEARNING OUTCOMES (SLOs)

1. Students will be able to appraise and apply principles of ethical practice as defined by the ACA and AAMFT Codes of Ethics.
2. Students will evaluate their own ethical behavior to examine the affective components in ethics.
3. Students will be able to define and articulate a commitment to ethical practice in their professional lives as counselors.
4. Students will apply concepts of fundamental respect for others when making ethical decisions.
5. Student will be able to explain and analyze major legal issues affecting the practice of counseling.
6. Students will assess the court system and the process of testifying as an expert witness in courts of law.
7. Students will be able to articulate current Washington state laws as they apply to counselors and the practice thereof.

POINT VALUES FOR GRADED ASSIGNMENTS AND ACADEMIC POLICIES

Forum: MFT, MHC, or CD Ethics Codes	5 points
Student Lead on One Ethical Dilemma.....	10 points
Forum: Craft Personal Disclosure Statement	5 points
Three Quizzes (not comprehensive).....	30 points
Forum: Review of movie, "Prime"	5 points

Forum: Review of doc: "My Doc, My Lover"	5 points
Forum: SJ Advocate with Conservative Client.....	0 points
Forum: Visit Alcoholics Anonymous meeting.....	5 points
Forum: Witness and 2 Courtroom Experiences.....	10 points
Participation and Professionalism.....	25 points

PARTICIPATION AND PROFESSIONALISM POINTS

You will have the opportunity to **earn participation/professionalism points** by the way you approach the material, your fellow students, and the instructor. MAC faculty members are not just teaching course content, but are also training professionals. For that reason, a significant portion of the grade is based on student participation and professionalism. Note: First, these points are NOT AUTOMATIC. Every MAC student “tries hard and has integrity.” You will not automatically receive 25 points because you tried hard and had integrity. Second, a portion of these points are meant as **proactive points**. In other words, you will lose points for poor participation, but you can gain them by creative and active participation and service to others. Note that failure to:

- attend the first required course session, complete all assignments and quizzes
- complete the required number of posts and responses to posts
- complete all readings and videos, especially the PowerPoints & videos that serve as class lectures,
- Ability to work with abstractions & theory (demonstrated by willingness to learn & openness to new ideas)
- Ability to move fluidly between theory and practice (demonstrated by written work and class participation)
- Capacity for compassion and ability to be warm, enthusiastic, and nurturing
- Appropriate social skills, polite discourse, interpersonal respect, and genuine acceptance of all others (whether Christian/non-Christian, conservative/liberal, straight/gay, younger/older, etc.)
- A tendency toward, and desire for, personal, as well as professional, growth and enrichment
- Psychological self-awareness and emotional "groundedness"
- Clarity of purpose and ability to be self-directed and self-motivated
- Non-discriminatory and non-ethnocentric attitudes and behavior
- Emotional maturity (this is not the same as "age")
- Ability to resolve personal issues rather than projecting onto clients, students, or faculty.
- Degree to which work is edited, proofread, free of style errors, and meets the standards of a graduate program
- Whether work is submitted in a timely manner

SMU AND MAC POLICIES

GRADE REQUIREMENT

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

CONFIDENTIALITY POLICY

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

IN CASE OF EMERGENCY OR SCHOOL CLOSURE

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/moodle. In case of inclement weather or school closure emergency – please review status on the university website.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, dss.testing@stmartin.edu, or smu.dss@stmartin.edu. DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY POLICY

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

ATTENDANCE POLICY

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that absences, even

“legitimate” ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges.

Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

POLICY ON BABIES IN CLASS

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby you can leave class to tend to the baby when needed.

SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING

Saint Martin’s University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin’s include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost |Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin’s University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

CENTER FOR LEARNING, WRITING, & ADVISING

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin’s students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University’s Early Alert Program — a referral system that supports student success. Saint Martin’s Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.