

CF520 Professional and Ethical Issues in Counseling:  
SPRING, 2023

Professor: Billie Moffit, LPC  
Contact Information: 602.618-9595; bmoffit@ps.edu  
Office Hours: By Appointment

### **COURSE DESCRIPTION**

The study of professional ethics and responsibilities, legal standards and obligations, and professional conduct and concerns in the practice of the licensed counseling profession.

### **COURSE OUTCOMES**

At the end of this course, the student will:

1. Articulate the intent of a professional counseling code of ethics, the parameters of its coverage, and its relationship to legal and ethical practice as a licensed mental health provider.
2. To utilize an ethical decision-making process which navigates potentially complex and competing ethical mandates, legal statutory requirements, and professional standards of practice, principles, and values.
3. Discuss the role of ethical and legal decision making on the professional identity formation of licensed mental health counselors.
4. Define and explain key terms related to ethics codes, and relevant case law.
5. Apply relevant ethics statutes and codes to common problems such as dual relationships, confidentiality, competence, duty to warn, and treatment with minors.
6. Understand the Arizona Board of Behavioral Health Examiners rules, regulations and role in the licensed mental health counselor's career.

### **REQUIRED COURSE TEXTS**

Corey, G. (2014). *Issues and Ethics in the Helping Professions*, September 25, 2020. Brooks/Cole. ISBN#: 978-0357670552

Holy Bible, English Standard Version (2001). Wheaton, IL: Crossway. (other translations acceptable, see instructor if you have questions)

### **REQUIRED READINGS**

American Counseling Association Code of Ethics (2014): [www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)

Christian Association for Psychological Studies ethical guidelines: [www.caps.net/about-us/statement-of-ethical-guidelines](http://www.caps.net/about-us/statement-of-ethical-guidelines)

Further readings available online.

## COURSE REQUIREMENTS

<p><b>1. Task (35% of grade)</b> <i>Outcome(s) 1, 2, 3, 4, 5, 6</i></p>	<p>In addition to Corey Text, the student is expected to master weekly select readings (posted and available on PS Mrooms) and self-inventories; being prepared, before classes, to discuss and apply concepts from the assigned readings, inventories, and ethics codes</p>
<p><b>2. Task (15% of grade)</b> <i>Outcome(s) 1, 2, 3, 4, 5, 6</i></p>	<p>Be prepared for weekly quizzes on readings from Corey text. Students come to class each week prepared to apply, discuss and be quizzed on assigned readings.</p>
<p><b>3. Choice of: Term Paper (20% of Grade)</b> <i>Outcome(s) 1, 2, 3, 4, 5, 6</i></p> <p><b>Or,</b> <b>Private Practice Business – Client File Paperwork. (20% of Grade)</b></p>	<p>The student will demonstrate his or her knowledge of ethical decision making including how to access, use, and communicate professional ethics code and relevant case law. The paper will address a topic of the student’s choice within the parameters of professional ethics. The paper should be typed, double-spaced, in 10–12-point font, and must consistently follow the American Psychological Association (APA) writing style. All papers should be proofread for spelling and grammatical errors before being handed in. Grading criteria include:</p> <ul style="list-style-type: none"> <li>A. Clear use of professional ethics code and case law pertaining to the practice of professional counseling.</li> <li>B. Ethical and moral decision making including the role of meta (dominant culture) and micro values (personal).</li> <li>C. Clear engagement of the student’s faith tradition with the ethics code and topic at hand.</li> <li>D. Clarity of thought and ability to persuasively introduce a topic, highlight its significance, and then argue a position.</li> <li>E. The paper must adhere to APA writing style and should be approximately 12 pages in length (12 pages of text including an abstract page but reference pages and the cover page are additional). Separate Rubric available.</li> </ul> <p>The student will demonstrate his or her knowledge on all the forms necessary to start and maintain practice in an independent licensing practice on BOTH an associative (LAC) and professional level (LPC).</p> <ul style="list-style-type: none"> <li>A. These forms will be <b><i>embedded and highlighted</i></b> with the AZBBHE rule or law, and/or ACA code of ethics.</li> <li>B. These forms will be researched not copied or downloaded from websites.</li> <li>C. They are to reflect virtue, aspirational and professional ethics;</li> </ul> <p>while complying with the AZBBHE they are NOT to</p>

	<p>simply reflect mandatory or minimum standards.</p> <p>D. These two files will reflect an understanding of what is required by our regulatory Board and State Statutes to start a business in the Counseling profession in the State of Arizona.</p> <p>It will also reflect best practice standards in client care and protection; billing and record keeping.</p> <p>E. Demonstrate solid understanding the difference between LAC and LPC Ethical and legal paperwork and client safety.</p> <p>F. The goal of this assignment is to have files that reflects the highest standards; that upon review by a Board Member from the AZBBHE would be considered in good standing; yet reflecting best practice</p> <p>Separate Rubric available</p>
<p><b>4. Ethics Case Conceptualization and Presentation [10% of Grade]</b>  <i>[Objectives 1, 2, 3, 4, 5, 6]</i></p>	<p>The student will demonstrate his/her knowledge of the application of ethical practice to the profession of counseling. In small assigned groups, course concepts will be applied to ‘real-life’ scenarios through vignettes provided by the instructor. Students will provide an overview of the key legal and ethical issues related to the vignette along with guidance on how to address the key issues. Students will use scholarly sources, professional ethical codes, legal cases, and relevant state rules and statutes from the AZBBHE to inform their recommendations. Students will prepare a video or in-class role play and present and defend their recommendations in class.</p>
<p><b>5. Final Exam (20% of Grade)</b>  <i>[Objectives 1, 2, 3, 4, 5, 6]</i></p>	<p>There will be an accumulative final exam based upon the readings and lectures.</p>

#### GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
A+	100–97	4.0	
A	96–93	4.0	Excellent; superior achievement.
A-	92–90	3.7	
B+	89–87	3.3	

B	86–83	3.0	Good; commendable achievement.
B-	82–80	2.7	
C+	79–77	2.3	
C	76–73	2.0	Satisfactory; acceptable achievement.
C-	72–70	1.7	
D+	69–67	1.3	
D	66–63	1.0	Poor; marginal achievement.
D-	62–60	0.7	
F	59–0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.

### **SEMINARY ACADEMIC POLICIES**

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Academic Catalog or Student Handbook will apply, unless otherwise indicated in this syllabus.

#### **Assignment Policies**

Learning counseling skills and discussing counseling topics inevitably raises personal emotions, thoughts, beliefs, and memories. In order to maintain a healthy learning environment, it is necessary that students be able to ask questions and voice their discomfort in a classroom that is an emotionally safe setting. Students are expected to demonstrate patience and respect toward colleagues who may struggle with the course material for personal reasons or who hold different viewpoints or values. As an academic course, however, the classroom is not intended to be group or individual therapy. Healthy, respectful listening skills are encouraged and expected.

Students are expected to master the course content and skills despite personal reactions and differences. The ability to focus on others regardless of whatever personal situations or differences are occurring is a hallmark of counseling. Areas of personal growth and healing are often areas of our most effective ministry. Should a student experience acute or ongoing distress due to class material or exercises they are encouraged to speak individually with the instructor. Students may also contact the Dean of Students, their mentor, or obtain a referral to a professional counselor.

#### **Courteous Use of Technology in the Classroom (phone, tablet, laptop)**

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

## COURSE SCHEDULE

DATE	TOPIC	READING DUE
<b>Week 1</b> Jan. 18	Introduction to Professional Ethics -Complete Self-inventory, pp. 24-32 of Corey	
<b>Week 2</b> Jan. 25	Ch. 1: Foundations Ethical Practice & Decision Making Ch. 2: Counselor as a Person and Professional -Complete Quizzes Chapters 1 & 2 and Self-Inventory	Corey Chs. 1-2 Self-Inventory Corey pg. 38
<b>Week 3</b> Feb. 1	Ch. 3: Values and the Helping Relationship -Review AZBBHE and ACA and CAPS Codes -Complete Self-Inventory	Corey Ch. 3 Select readings
<b>Week 4</b> Feb. 8	Ch. 4: Multicultural Perspective and Diversity Focus on Values in Counseling Complete Quizzes Chapters 3 & 4 and Self-Inventory <b>Assignment of case conceptualizations</b>	Corey Ch. 4 Select reading
<b>Week 5</b> Feb. 15	Ch. 5: Client Rights & Counselor Responsibility -Complete Quiz #5 and Self-Inventory	Corey Ch. 5 Select readings
<b>Week 6</b> Feb. 22	Ch. 6 Confidentiality: Ethical and legal Issues -Complete Quiz #6 and Self-Inventory	Corey Ch. 6 Select reading
<b>Week 7</b> March 1	Ch. 7: Managing Boundaries -Complete Quiz #7 and Self-Inventory <b>Submit choice of Research Paper or Private Practice project</b>	Corey Ch. 7 Select reading
<b>Week 8</b> March 8	<b>SPRING BREAK – NO CLASS</b>	
<b>Week 9</b> March 15	Chapter 7: Managing Boundary Issues: <b>Case Conceptualizations presentations</b>	
<b>Week 10</b> March 22	Ch. 8 Professional Competence and Training Complete Quiz #8 and Self Inventory	Corey Ch. 8 Select reading
<b>Week 11</b> March 29	Ch. 9: Issues in Supervision -Complete Quiz #9 and Self-Inventory	Corey Ch. 9
<b>Week 12</b> April 5	Ch. 10: Issues in Theory and Practice Complete Quiz #10 and Self-Inventory	Corey Ch. 10 Select reading

- Week 13**  
April 12 Ch. 11: Ethical Issues in Couples/Family Therapy Corey Ch. 11  
-Complete Self-Inventory and Quiz 11 Select readings  
-**TERM PAPER** or **PRIVATE PRACTICE** due
- Week 14**  
April 19 Ch. 12: Ethical Issues in Group Work Corey Ch. 12  
Complete Quiz 12 and Self-Inventory  
**NO IN-CLASS INSTRUCTION THIS WEEK – WE WILL HAVE OUT OF CLASS WORK - TBA**
- Week 15**  
April 26 Chapter 13: Ethics in working in the Community Corey Ch 13  
Complete Quiz 13 and Self Inventory
- Finals Week** **FINAL EXAM:** Prepare for Final Exam by reviewing all Chapters 1-13  
**May 3** Chapters of Corey, retake and review Quizzes  
From Chs. 1-13;