Course Description
This course is designed as a review of the professional standards of counseling/therapy including ethical standards and legal responsibilities. The course also includes discussion of several models of ethical decision-making within the context of ethical dilemmas.

Course Objectives & Outcomes
As a result of this course students will be able to:
1. List ethical decision-making models
2. Know their profession’s ethics code
3. Know Massachusetts law as it refers to the practice of counseling
4. Apply critical thinking to ethical dilemmas

Teaching Philosophy and Code of Behavior
My goal as course instructor is to introduce students to the material that will contribute to a critical learning process. A critical learning process is one in which the subject material is reviewed and examined so the student can build a better understanding of it. In this way, students can develop their own informed opinion about the material. I also provide opportunities for students to apply the knowledge being taught through discussions and various exercises, to increase the student’s ability to interact with and integrate the course material for a more thorough learning experience. Students are encouraged to contribute to the broader discussions even if they have diverse opinions.

I expect students: to be actively responsible for their learning by utilizing the readings and any discussions to help themselves and each other find their own voices as they learn to process the material; to be mutually respectful of as well as to listen to each other and any guest speakers; and to ask questions to get any needed clarifications.
Required Texts


Print: ISBN-13 9780840028587

Print: ISBN 9780830839940, $30.00; ebook (PDF) available, less expensive

*Note:*
Other required reading assigned as needed during the course of the semester (e.g., reserved books, journal articles, handouts, etc.).

*Recommended (find with Library Reference books):*

Attendance and Participation

It is important for students to participate in the discussions and apply critical thinking. Therefore, all students will attend all classes. However, absence may not always be avoidable so, with the exception of illness, it is the responsibility of the student to consult with the professor of the course prior to the absence. Students remain responsible for assignments and course material and should contact the instructor and your peers for assistance in this regard. **PLEASE NOTE:** if you miss more than one class, you will have to drop the course.

- Completed all assigned reading for the designated class session.
- Students should expected to read the assignments and other legitimate sources as well to develop an adequate understanding of family systems theory.
- All assignments are due electronically by midnight on the designated due date.
- No late papers accepted.
**Weight of course activities—**
Participation & Reading, 35 points
Reflection, 20 points
NIH Protecting Human Research Participants Research Certificate, 25 points
Final Paper, 20 points

**Course Assignments and Grading Rubric:**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Disorganized or no/poor understanding of theories &amp; assumptions, no incorporation of theology or cultural concerns</th>
<th>Demonstrates rudimentary understanding of theories &amp; assumptions, some understanding of theology and cultural concerns</th>
<th>Demonstrates good understanding of theories &amp; assumptions, with good incorporation of theology and cultural concerns</th>
<th>Demonstrates advanced understanding of theories &amp; assumptions, incorporating theology and cultural concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Activities</td>
<td>1 = Fail 78-81pts=C+, 75-77pts=C, 72-74pts=C- 65-71pts=D</td>
<td>2 = 85-87pts=B, 82-84pts=B-</td>
<td>3 = 92-94pts=A-, 88-91pts=B+</td>
<td>4 = 95-100pts=A</td>
</tr>
</tbody>
</table>

**Academic Integrity (from Violations of Academic Integrity section of Student Handbook)**

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors.

Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructor (see Duplication of Course Requirements). Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source.
Class Sessions

Note: This schedule is for the purpose of guiding the class through the subject matter of the course in a timely and balanced manner, but is subject to change if a change of direction seems appropriate or in the event of unforeseen circumstances.

Class #1: Introductions and Overview

*Introductions, Syllabus Review*
*Review use of SAKAI upload process*
Houser Ch 1, 2, 3
Welfel Ch 1
Sanders Ch 1

Class #2: Counselor Competence, Ethical Models of Practice, Ethical Decision-making

Houser Ch 7
Welfel Ch 4, 8
Sanders Ch 3, 19, 21
Handout: Ch 14


Welfel Appendices A, B & C

Codes of Ethics for: American Mental Health Counselors Association (AMHCA), American Counseling Association (ACA), American Association of Christian Counselors (AACC), American Psychology Association (APA)

Class #3: Ethical Development, Self, Boundaries.

Houser Ch 4, 6
Welfel Ch 2, 3
Sanders Ch 2, 6, 14, 15

Classes #4, 5: Diversity, Spirituality / Worldviews

Houser Ch 8, 13, 14, 15, 16
Welfel Ch 14
Sanders Ch 9, 10, 18

Class #6: Assessment, Supervision, Research

Houser Ch 10, 11
Welfel Ch 10, 14, 15
Sanders Ch 12

Class #7: Sexual Misconduct, Client Rights, Law & Confidentiality

Houser Ch 5, 12
Welfel Ch 5, 6, 7, 11
Sanders Ch 4, 5, 8, 11
Massachusetts General Laws (MGL):

- Chapter 13: **Division and Boards of Registration**
  Sections 88-90: *Creation of Board of Registration of Allied Mental Health and Human Services Professionals*
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter13/Section88

- Chapter 112: **Registration of Certain Professions and Occupations**
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVI/Chapter112
  Sections 61-65, 163-172: *Licensing provisions for registration of Allied Mental Health and Human Services Professionals*
  Section 12CC: *Health Care Providers; Inspection of records*

- Chapter 19A: **Department of Elder Affairs**
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter19A
  Section 15: *Elder abuse and protection*

- Chapter 19C: **Disabled persons abuse and protection:**
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter19C
  Section 6: *Protective Services*

- Chapter 119: **Protection of children**
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVII/Chapter119
  Section 51A: *Reporting of suspected abuse or neglect; mandated reporters; collection of physical evidence; penalties; content of reports; liability; privileged communication*

- Chapter 123: **Mental Health**
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVII/Chapter123
  Chapter 123A: *Care, treatment and rehabilitation of sexually dangerous persons*
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVII/Chapter123A

- Chapter 123B: **Mental Retardation**
  https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVII/Chapter123B
Code of Massachusetts Regulations (CMR): Rules and regulations governing…

262 CMR: Board of Allied Mental Health and Human Services Professionals

Allied Mental Health and Human Services Professionals
http://www.lawlib.state.ma.us/source/mass/cmr/262cmr.html

262 CMR 2 Requirements for Licensure As a Mental Health Counselor

262 CMR 3 Requirements for Licensure As a Marriage and Family Therapist

262 CMR 4 Requirements for Licensure As a Rehabilitation Counselor

262 CMR 5 Requirements for Licensure As an Educational Psychologist

262 CMR 6 Disciplinary Proceedings

262 CMR 7 Continuing Education

262 CMR 8 Ethical Codes and Standards of Conduct

262 CMR 9 License Renewal Procedures

110 CMR: Department of Children and Families:

http://www.lawlib.state.ma.us/source/mass/cmr/110cmr.html

118 CMR: Disabled Persons Protection Commission

http://www.lawlib.state.ma.us/source/mass/cmr/118cmr.html

651 CMR: Department of Elder Affairs:

http://www.lawlib.state.ma.us/source/mass/cmr/651cmr.html

104 CMR: Department of Mental Health:

http://www.lawlib.state.ma.us/source/mass/cmr/104cmr.html

115 CMR: Department of Developmental Services:

http://www.lawlib.state.ma.us/source/mass/cmr/115cmr.html

under 2.01 Definitions document

Closely Related Developmental Conditions means genetic, neurodevelopmental or physical disorders that have a significant overlap with intellectual disability, and result in similar support needs. For the purposes of 115 CMR 6.06: Child Eligibility for Family Supports(1), closely related developmental conditions may include:

(a) Williams Syndrome; (b) Prader-Willi Syndrome; (c) Lesch-Nyhan Syndrome; (d) Angelman Syndrome; (e) Cri du Chat Syndrome; (f) Down Syndrome; (g) Fragile X Syndrome; (h) Cerebral Palsy; (i) Pervasive Developmental Disorders including the following specified autism spectrum disorders: Autistic Disorder, Rett’s Syndrome, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder-not Otherwise Specified (NOS); (j) Spina Bifida (Myelomeningocele type MMC); (k) Tuberous Sclerosis; (l) Fetal Alcohol Syndrome; or (m) any other developmental disorder that the Department determines to be a closely related developmental condition.
Assignments for Course

Assignment 1: Reflection, 30 pts, due week 3

Part 1
Write a two-page reflection (double-spaced) about what you have noticed to be the main similarities and differences between the Codes of Ethics for the following professional associations:

- American Mental Health Counselors Association (AMHCA)
- American Counseling Association (ACA)
- American Association of Christian Counselors (AACC)

*You can find these in the Welfel text*

Part 2
Look through the laws and regulations that most closely covers your area of interest:

- Children and Families
- Disabled Persons Protection Commission
- Elder Affairs
- Mental Health
- Developmental Services

Write another reflection, 1-2 pages regarding how the information you find there will enhance your approach to decision-making in work with this population

Be prepared to discuss your reflections in class.

Assignment 2: Research Certificate, 30 pts, due week 6
Complete the research certificate course for “Protecting Human Research Participants”
website location: http://phrp.nihtraining.com/users/login.php
Submit electronic copy of certificate showing passing score.

Assignment 3: Final Paper, 30 pts, due Monday after course ends
Revisit the values exercise done in Class 1 by going through all 5 steps completely (include your response notes on each of the 5 steps in outline or list form for each step). Discuss:

(1 full page); whether your prioritized values have changed or not in these past 7 weeks. (2-3 pages); (a) how your values influence your thinking about ethical dilemmas, (b) describe your preferred approach to ethical decision making and any changes in this over the past 7 weeks, & (c) how you do or don’t incorporate your values into your preferred approach.

(2 pages); discuss 3 readings that contributed to your now preferred ethical decision making approach and why each was helpful
Include reference page in APA format