



## **Professional Ethics - COUN F647**

### **Online Asynchronous Course**

**Instructor:**

**E-mail address:**

**Phone:**

**Office Hours:**

**Course Description:** Professional Ethics is a graduate level required core course in the Master of Education Degree Program. The course is designed to review, discuss, and evaluate situational ethics and connecting the realities of the practice of counseling with government laws and ethical codes. The class will review and assess the steps and skills involved in ethical decision making. We will primarily use the American Counseling Association (ACA) Ethical Codes and may also consult other professional organizations' ethical codes including the American Psychological Association (APA), the American School Counseling Association (ASCA), and the American Association of Family and Marital Therapists (AAFMT). Class discussions will review and evaluate the readings, ethical codes, and issues related to the practice of counseling. Students will also be asked to examine their personal beliefs, attitudes, biases, and values, and determine how any one of these could impact the counseling process.

**Course Objectives:** upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. The role and process of the professional counselor advocating on behalf of the profession (f.1.d)
2. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (f.1.e)
3. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (f.1.f)
4. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (f.1.g)
5. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (f.1.i)
6. Technology's impact on the counseling profession (f.1.j)
7. Strategies for personal and professional self-evaluation and implications for practice (f.1.k)
8. The role of the counseling supervision in the profession (f.1.m)
9. Multicultural counseling competencies (f.2.c)

10. The effects of power and privilege for counselors and clients (f.2.e)
11. Theories, models, and strategies for understanding and practicing consultation (f.5.c)
12. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (f.5.d)
13. The impact of technology on the counseling process (f.5.e)
14. Counselor characteristics and behavior that influence the counseling process (f.5.f)
15. Strategies to promote client understanding of and access to a variety of community based resources (f.5.k)
16. Procedures for identifying trauma and abuse and for reporting abuse (f.7.d)
17. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (f.7.m)
18. Legislation and government policy relevant to clinical mental health counseling (CMHC.c.2.i)
19. Cultural factors relevant to clinical mental health counseling (CMHC.c.2.j)
20. Professional organization, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC.c.2.k)
21. Legal and ethical considerations specific to clinical mental health counseling (CMHC.c.2.l)
22. Record keeping, third part reimbursement, and other practice and management issues in clinical mental health counseling (CMHC.c.2.m)
23. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (SC.g.2.a)
24. Community resources and referral sources (SC.g.2.k)
25. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling (SC.g.2.l)
26. Legislations and government policy relevant to school counseling (SC.g.2.m)
27. Legal and ethical considerations specific to school counseling (SC.g.2.n)

### **Required Texts:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.
- Corey, G., Corey, M., & Corey, C. (2019). *Issues and ethics in the helping professions*. (10th ed.) Stamford, CT: Cengage Learning.
- Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures*. New York, NY: Routledge.
- Wheeler, A.M.N., & Bertram, B. (2015). *The Counselor and the law: A guide to legal and ethical practice*. (7th ed.) Alexandria, VA: American Counseling Association.

### **Required Readings:**

- American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.
- American School Counseling Association (2016). *Ethical standards for school counselors*. Alexandria, VA: Author.
- Cottone, R. R. & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling & Development*, 78, 275-283.

- Donner, M. B., VandeCreek, L., Gonsiorek, J. C. & Fisher, C. B. (2008). Balancing confidentiality: Protecting privacy and protecting the public. *Professional Psychology: Research and Practice*, 39, 369-376.
- Hawley, K. M. & Weisz, J. R. (2003). Child and therapist (dis)agreement on target problems in outpatient therapy: The therapist's dilemma and implications. *Journal of Consulting and Clinical Psychology*, 71, 62-70.
- Kaplan, D. M. (2014). Ethical implications of a critical legal case for the counseling profession: Ward v. Wilbanks. *Journal of Counseling & Development*, 92(2), 142- 146. doi:10.1002/j.1556-6676.2014.00140.x
- Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. *Counseling Psychologist*, 12, 43-55.
- Kotsopoulou, A., Melis, A., Koutsompou, C., & Koutsompou, V. I. (2015). E-therapy: The ethics behind the process. *Procedia Computer Science*, 65, 492-499. doi: 10.1016/j.procs.2015.09.120
- Levitt, D. H., Tierney, J. F., & Mazzarella, J. R. (2014). Counselor Ethical Reasoning: Decision-Making Practice Versus Theory. *Counseling & Values*, 60, 84-99.
- McCurdy, K. G. & Murray, K. C. (2003). Confidentiality issues when minor children disclose family secrets in family counseling. *The Family Journal*, 11, 393-398.
- Moleski, S. M. & Kiselica, M. S. (2005). Dual relationships: A continuum ranging from the destructive to the therapeutic. *Journal of Counseling & Development*, 83, 3-11.
- Moyer, M. & Sullivan, J. (2008). Student risk-taking behaviors: When do school counselors break confidentiality? *Professional School Counseling*, 11, 236-245.
- Remley, T. P. & Huey, W. C. (2002). An ethics quiz for school counselors. *Professional School Counseling*, 6, 3-11.
- Sude, M. (2013). Text messaging and private practice: Ethical challenges and guidelines for developing personal best practices. *Journal of Mental Health Counseling*, 35(3), 211-217.
- Urofsky, R. I., Engels D. W., & Engebretson K. (2008). Kitchener's principle ethics: Implications for counseling practice and research. *Counseling and Values*, 53, 67-78.
- Welfel, E. R., Danzinger, P.R & Santoro, S. (2000). Mandated reporting of abuse/maltreatment of older adults: A primer for counselors. *Journal of Counseling & Development*, 78, 284-292.

(All required readings will be available in Blackboard or available from the Rasmuson Library)

### **Course Instructional Methods:**

This is a fully online, asynchronous course. All instruction, assignments, and grading, will take place on Blackboard and will include multimedia approaches. We will also be utilizing Google Drive for specific assignments. As the student, you will be asked to stretch your mind through different forms of learning, including group presentations.

### **Technology Requirements:**

Students must have a computer with an Internet connection that has the capability to participate on Blackboard, watch videos, complete written and visual (e.g. Microsoft Publisher, Microsoft PowerPoint, Prezi) assignments. Students are also required to check their UAF e-mail during the weekdays and login to Blackboard regularly.

## **Course Evaluation:**

Students will be evaluated based on: class participation including all discussion boards, presentations, written papers, and the final paper.

- 1. Class Participation (50 points):** Participation in an online format is evaluated by thorough completion of all discussion boards, readings, assignments and associated group work. Since this is a fully online course, it requires you as the student to connect with your fellow classmates by creating a rich discussion-based environment. There are several ways to do this. Here are ways in which you will be evaluated for the participation portion of your grade this semester:
  - Students are responsible for the information in the assigned readings and other media.
  - Assignments are due by their designated time and date. Late assignments will not be accepted without prior approval.
  - Active participation in all Discussion Boards, including providing constructive feedback to classmates on their postings.
  - Small group work will be required. Students are expected to be able to connect (via telephone, Google hangout, in person, etc.) and coordinate such effort in advance of due dates. Full-participation is expected during small group work to promote active learning.
  - The student's final participation grade is affected by the quality and quantity of class participation and online presence. Active engagement in class yields full participation points. Class participation provides evidence of the following:
    - Keeping up to date in all the assigned readings.
    - Ability to integrate information.
    - Adequately discuss viewpoints – appropriately respond to and provide feedback.
- 2. Ethics Topic Presentations (100 points):** Students will be asked to present twice throughout the semester in a group on the topic for the week that they are assigned. These presentations are meant to expand on the assigned readings of the week supported by peer-reviewed research. All presentation materials must be submitted to blackboard or e-mailed to the instructor no later than Sunday, the day before the week of your topic. Groups are to create an in-depth presentation that has at least three outside peer-reviewed journal articles. I encourage you to be creative in your presentation through the use of a variety of means such as: a Recorded PowerPoint presentation, Prezi, Infographics, Comics, Role-Plays, Simulations, Screencast, Portfolio, Video, etc. Select a methodology with the goal of best sharing with the other students your advanced knowledge on the topic. Ask yourself the following: What am I trying to say? How can I best deliver this knowledge? This presentation should go beyond the knowledge presented in the readings, and provide depth on a topic that is included in this presentation area. For example, if my presentation week topic was Confidentiality, I may focus my presentation on Privacy and Privilege. In addition to your presentation, all presentation groups are required to put together a professional handout (one-page minimum) that includes information on at least three resources (include APA formatted references), and must include a synopsis of the essential information on the chosen topic. This handout is graded for not only content, but also creativity. See presentation rubric for specific grading information.

3. **Written papers:** The following written assignments will be required throughout the semester:
- a. **Ethical Codes Comparison (20 points):** Professional counseling organizations develop ethical codes for their members to follow. Review the ethical codes of two different organizations – one must be ACA or ASCA (depending on your counseling track), the other can be APA, ASCA/ACA, or AAMFT. Concisely describe what functions these codes serve, then compare and contrast the codes themselves. DO NOT extensively quote from the codes, but indicate what is in the codes. This paper should be approximately 3 to 5 pages APA (6th ed. style) formatted, with a reference page not included in page count, and be written in third person (title page is not necessary).
  - b. **Ethical Decision-Making Model Review (20 points):** First, summarize either Corey's (2019) Ethical Decision-Making Model or ACA's Ethical-Decision Making Model and describe where you might look for support/supplemental materials for each step in the process. Although, we will be using these models for several scenarios, you should be aware of other ethical decision-making models to determine which best fits your counseling style. Therefore, investigate another peer-reviewed ethical decision-making model and describe it along with strengths and limitations. Finally compare and contrast the two models reviewed. Be prepared to share findings with the class via discussion board. This paper should be approximately 3 to 5 pages APA (6th ed. style) formatted, with a reference page not included in page count, and be written in third person (title page is not necessary).
  - c. **Ethical Scenario Reviews (75 points):** Various video case demonstrations will be reviewed throughout the semester based on the topics of the week. Students will need to evaluate three specific cases/scenarios from an ethical standpoint as a counselor utilizing an Ethical Decision-Making Model (be sure to clearly identify and describe the model used). In following the model, discuss what actions you would take as you proceed through the steps. Be sure to provide an adequate response to each step and include outside references in determining/identifying the issues. Describe what particular ethical and/or legal issues are apparent, which ethical codes may be in violation, and what you might do given that particular scenario. This must be written in third person with appropriate APA 6th edition citations and reference list.
  - d. **Journal Review/Critique (20 points):** Critical review of a recent journal article (from a scholarly professional peer-review counseling journal 2012 or later) on a topic related to ethics in the counseling profession in either a Clinical Mental Health or School Counseling setting. Students are expected to *read, analyze, react, and report* about their article. Papers should include a brief article summary, your own critique, proper article reference, and a copy of the article. The journal article paper should be approximately 3 to 5 pages APA (6th ed. style) formatted a reference page not included in page count, and be written in third person (no title page necessary).
  - e. **Reporting Abuse (15 points):** Students will write-up a procedure for identifying trauma and abuse and for reporting abuse across life-span and those populations where mandated reporting is required in the geographical area that they plan to work. The paper should be 2 to 3 pages in APA (6<sup>th</sup> ed. style) format with a reference page not included in page count, and be written in third person (no title page necessary).
  - f. **Resource List (20 points):** Counselors are ethically responsible to be aware of the counseling resources within their practicing community. Investigate the resources within

your community and develop a list of ten different resources to which you could refer clients (2 online resources may be used). The resources must cover at least 3 different areas (i.e., anger management, domestic violence, substance abuse). Write a description of each resource including aspects such as contact information, population served, services offered, fee options, etc. What information would you want to know if you were looking for a service? Be prepared to share at least one favorite resource with the class via discussion board. The lists will be shared with the class as resource tools.

- g. **Bad Therapy Reaction Assignment (20 points):** Discuss your impressions and reactions to *Bad Therapy* (Kottler & Carlson, 2003). Identify and discuss parts of the book (provide page numbers) that you found particularly helpful for understanding professional ethics. Highlight three particularly important ethical lessons that you took from the book; no more than one lesson noted per chapter. In three paragraphs per lesson, briefly describe the scenario, how this represents an ethical dilemma, and the insights you gleaned in response. This paper should be approximately 3 to 5 pages APA (6th ed. style) formatted and reference page not included in page count and be written in first person (no title page necessary).
4. **Risk Management Toolkit (50 points):** Students will create a Google Drive folder to keep copies of all relevant risk management materials that they have developed and saved throughout the semester. See The Counselor and the Law Appendix B Risk Management Toolkit to help determine what should be included in your toolkit. You may also include other information that you will find useful in your toolkit, but it must include the following content: (a) Ethics Codes, (b) Laws/Statutes relating to your chosen track, (c) Articles/Checklist, (d) Attorneys and Other Professionals, (e) Colleague Consultation, (f) Informed Consent, (f) Institutional Policies, (g) Termination and Abandonment, (h) Documenting Clinical Decision- Making, (i) Manage Co-occurring Relationships, (j) Practice Within your Scope of Competence, (k) Supervision, (l) Professional Liability Insurance, and (m) Licensure and credential requirements or your chosen career track. More information will be available on Blackboard. This should be completed throughout the semester each week. I will be giving you prompts on when to add something to your toolkit. This is meant to be just the start of your career toolkit, and will look unfinished when you turn in a final copy. This is ok! The purpose is to start something that you will continue throughout your career.
5. **Final Paper Outline (10 points):** An outline for the final paper (including the minimum number of ten peer-reviewed references to be used in your paper), which needs to include enough information to show you have gathered information for each section.
6. **Final Ethics Paper (100):** This paper is designed to allow students to synthesize what has been learned over the length of this course by analyzing a case study that they have chosen based on a movie that has a main character that is a counselor, school counselor, therapist, or other mental health professional. A potential list of movies will be provided, but you may discuss with me a movie that you may want to do that is not included in the list. Any movie not on the list needs to get prior approval by the instructor.

Students will incorporate material learned throughout the course to an ethical case study. In 13 to 15 pages (APA 6<sup>th</sup> ed. style formatted, not including title page and references), present the movie, dilemma(s) you choose to explore, court rulings/appeals that relate to the dilemma(s) in the movie, ethical considerations, and ethical/legal ramifications. At least ten (10) references must be from peer-reviewed literature. In addition, you are expected to cite relevant ethical codes and standards of practice, statutes and case law to support or define your position, including appropriate citations related to theory, techniques, special needs regulations, and multicultural research as applicable.

Discuss the decision-making model and procedure(s) the counseling professional used, or might have used, to help become aware of the dilemma(s). Students should determine a course of action to be taken in response to the ethical dilemma and incorporate the following:

- a. Ethical principles underlying the dilemma
- b. Value systems of the client and counselor (the student)
- c. A decision-making model (students should justify their reasoning for choosing this model)
- d. Citation of appropriate professional standards and guidelines in ACA, ASCA, and/or other relevant codes
- e. Consideration of the cultural context of the client and counselor
- f. Advocacy components
- g. Other action steps or considerations as discussed throughout the course
- h. At least ten peer-reviewed references relevant to your paper (textbooks can be used but do not count towards the ten required references)

You are encouraged to use the Writing Center for assistance in any stage of this assignment. You may want to talk with someone there while you are in the planning stages for your paper.

### Grades/Point System:

Class Participation	50 points
Decision Making Model Review	20 points
Ethical Scenario Reviews	75 points
Ethical Codes Comparison	20 points
Group Presentations (50 each)	100 points
Journal Review/Critique	20 points
Reporting Abuse	15 points
Resource List	20 points
Risk Management Tool Kit	50 points
Bad Therapy Reaction	20 points
Final Paper Outline	10 points
Final Paper	100 points
<b>Total</b>	<b>500 points</b>

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

**Disability Services:** Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

**Support Services:** Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.

**Plagiarism:** Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you disclose sexual harassment or sexual violence to faculty members or university employees, they must notify the UAF Title IX coordinator about the basic facts of the incident. Your choices for disclosure include:

1. You may confidentially disclose and access confidential counseling by contacting the UAF Health and Counseling Center at 474-7043.
2. You can get support and file a Title IX report by contacting the UAF Title IX coordinator at 474- 7599.
3. You may file a criminal complaint by contacting the UAF Police Department at 474-7721.

**Class Schedule, Required Readings, Assignment Due Dates**  
*Additional work may be assigned to meet course requirements.*

<b>Class Week/ Date</b>	<b>Class Content</b>	<b>Readings</b>	<b>Assignments</b>	<b>CACREP 2016 Standards</b>
<b>Week 1</b>	Course Overview  Introductions  Ethics in Counseling	Corey Ch. 1	Complete Corey Self-Assessment p. 24-32  Introductions on Blackboard <i>due no later than</i>  Sign up for two class presentations <i>by</i>	
<b>Week 2</b>	Laws and Ethics  LPC Statutes and Regulations	Wheeler Ch. 1 & 3  Kitchner (1984) Urofsky (2008)  LPC Statutes & Regulations	Ethical Codes Comparison <i>due</i>  Discussion Board #2 <i>Initial Post Due Responses Due</i>	f.1.f; f.1.g; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.m; SC.g.2.n
<b>Week 3</b>	Professionalism	Corey Ch. 2  Wheeler Ch. 2	Ethical Decision-Making Model Review <i>due</i>  Discussion Board #3 <i>Initial Post Due Responses Due</i>	f.1.d; f.1.g; f.1.i; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.n
<b>Week 4</b>	Values	Corey Ch. 3  Leavitt (2014)	Ethical Scenario Review #1 <i>due</i>  Discussion Board #4 <i>Initial Post Due Responses Due</i>	f.1.d; f.1.g; f.1.i; f.1.k; f.1.m; f.5.c; f.5.k; CHMC.c.2.; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.m; SC.g.2.n
<b>Week 5</b>	Diversity and Advocacy	Corey Ch. 4  Kaplan (2014)  Multicultural and Social Justice Counseling Competencies (2015)	Resource List <i>due 2/17</i>  Discussion Board #5 <i>Initial Post Due Responses Due</i>	f.1.d; f.1.e; f.2.c; f.2.e; f.5.f; f.5.k; f.7.m; CHMC.c.2.k; SC.g.2.a; SC.g.2.k; SC.g.2.n f.1.f; f.1.i; f.1.k; f.1.m; CHMC.c.2.l

<b>Week 6</b>	Client Rights	Corey Ch. 5 Wheeler Ch. 4	Journal Review/ Critique <i>due</i>  Discussion Board #6 <i>Initial Post Due</i> <i>Responses Due</i>	<i>f.1.d; f.1.e; f.2.c; f.2.e;</i> <i>f.5.k; CHMC.c.2.l;</i> <i>SC.g.2.a; SC.g.2.k;</i> <i>SC.g.2.m; SC.g.2.n</i>
<b>Week 7</b>	Confidentiality	Corey Ch. 6 pp. 204 - 224  Wheeler Ch. 5  AS 08.29.200 – Confidentiality of Communication AK Case Law: Allred v. State McCurdy (2003) Moyer (2008) Welfel (2000)	Ethical Scenario Review #2 <i>due</i>  Discussion Board #7 <i>Initial Post Due</i> <i>Responses Due</i>	<i>f.1.k; f.1.m; f.5.c; f.7.d;</i> <i>CHMC.c.2.l; SC.g.2.a;</i> <i>f.1.d; f.1.g; f.1.i; f.5.c;</i> <i>f.5.k; CHMC.c.2.k;</i> <i>SC.g.2.l; SC.g.2.m;</i> <i>SC.g.2.n</i>
<b>Week 8</b>	Duty	Corey Ch. 6 pp. 224 - 253  Wheeler Ch. 6 & 8	Reporting Abuse <i>due</i>  Discussion Board #8 <i>Initial Post Due</i> <i>Responses Due</i>	<i>f.1.d; f.1.e; f.1.m; f.2.c;</i> <i>f.2.e; f.5.c; f.5.d; f.5.e;</i> <i>f.5.f; f.5.k; f.7.m;</i> <i>CHMC.c.2.l; SC.g.2.a;</i> <i>SC.g.2.n</i>
	<b>Spring Break</b>			
<b>Week 9</b>	Records and Documentation	Corey Ch. 5 pp. 166 - 174  Wheeler Ch. 10  FERPA/HIPAA/ HITECH	Discussion Board #9 <i>Initial Post Due</i> <i>Responses Due</i>	<i>f.1.d; f.1.e; f.1.g; f.1.i;</i> <i>f.1.j; f.1.k; f.1.m; f.2.e;</i> <i>f.5.c; f.5.d; f.5.e; f.5.f;</i> <i>f.5.k; f.7.m; CMHC.c.2.j;</i> <i>CHMC.c.2.k; CHMC.c.2.l;</i> <i>CHMC.c.2.m;</i> <i>SC.g.2.a; SC.g.2.k;</i> <i>SC.g.2.l; SC.g.2.m;</i> <i>SC.g.2.n</i>
<b>Week 10</b>	Community	Corey Ch. 13  Wheeler Ch. 11	Bad Therapy Reaction <i>due</i>  Discussion Board #10 <i>Initial Post Due</i> <i>Responses Due</i>	<i>f.1.d; f.1.g; f.1.i; f.1.k;</i> <i>f.1.m; f.5.c; f.5.k;</i> <i>CHMC.c.2.k; CHMC.c.2.l;</i> <i>SC.g.2.l; SC.g.2.m;</i> <i>SC.g.2.n</i>

<b>Week 11</b>	Boundaries	Corey Ch. 7 Wheeler Ch. 9	Ethical Scenario Review #2 <i>due</i>  Discussion Board #1 <i>Initial Post Due Responses Due</i>	<i>CHMC.c.2.k; SC.g.2.n</i>
<b>Week 12</b>	Technology	Corey Ch. 5 pp. 175-182 Wheeler Ch. 7 Kotsopoulou (2015) Sude (2013)	Final Paper Outline <i>due</i>  Discussion Board #12 <i>Initial Post Due Responses Due</i>	<i>f.5.d; f.5.e; f.5.f;</i>
<b>Week 13</b>	Supervision, Competence and Training  Theory and Practice	Corey Ch. 8-10 & 12 Wheeler Ch. 12 pp. 191-193 Moleski (2005)	Risk Management Toolkit <i>due</i>  Discussion Board #13 <i>Initial Post Due Responses Due</i>	
<b>Week 14</b>	Multiple Clients	Corey Ch. 11	Discussion Board #14 including final paper summary <i>Initial Post Due Responses Due</i>	<i>f.1.e; f.1.f; f.1.g; f.1.i; f.1.k; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
<b>Week 15</b>			Final Paper <i>due</i>	<i>f.1.d; f.1.e; f.1.f; f.1.g; f.1.i; f.1.j; f.1.k; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>