

**WESTFIELD STATE UNIVERSITY**  
**PSYC 0641-501 PSYC 0641-502**  
**Ethics and Standards in the Mental Health Profession**  
**Fall 2018**

INSTRUCTOR: Robert A. Hayes, Ph.D.

CLASSROOM: ONLINE Time: ONLINE

OFFICE: Wilson Hall, Room 105D

EMAIL: [rhayes@westfield.ma.edu](mailto:rhayes@westfield.ma.edu)

PHONE: (413) 572-5488

OFFICE HOURS: Tuesday 11:00-12:30; Thursday 11:00-12:30; and by arrangement

**REQUIRED MATERIALS / TEXT:** There will be no textbook for this course. Reading and viewing materials will be available for you online as part of your registration through open source and educational source documents.

**These materials include applicable ethical codes:**

*2014 ACA Code of Ethics* (American Counseling Association)

(Revised 2016 version) *ASCA Ethical Standards for School Counselors* (American School Counselors Association)

(Revised October 2015) *AMHCA Code of Ethics* (American Mental Health Counselors Association)

**COURSE DESCRIPTION:** The course will review several professional Codes of Ethics and the standards of ethical practice involved in working with clients. With these Codes as guidelines, students will develop: their own ethical awareness; problem solving abilities using case studies; and a knowledge of the use and limitations of the ethical codes.

Welcome to ONLINE Ethics & Standards in the Mental Health Profession! This course addresses ethics and standards for counseling professionals in school environments (Adjustment Counselors, Guidance Counselors) and/or community environments (Mental Health Counselors). This syllabus will give you some information on course outcomes and objectives, show how the course is being structured, what you can expect from this online course, and what is expected from you. Our course will make use of a course management system called PLATO. If you haven't done so already, you might want to try the tutorial that is posted on the main web page for the online courses. You'll find it is helpful for understanding how the system works and some of the features we'll be using.

**IMPORTANT:** Please note that this class begins on the 1<sup>st</sup> day of classes during fall 2018 at Westfield State University, which is Wednesday, September 5<sup>th</sup>. The material will be released (available to you), beginning at 8:00 a.m. on that day. There is not an option of beginning the coursework before September 5<sup>th</sup>. The course will formally end on December 13<sup>th</sup>. You will have five blocks of work. You should complete them consecutively. Due dates for each Block are included in this document. As each Block will require numerous hours of reading, viewing, contemplating, and writing, it will be not be possible to complete a Block successfully at the graduate level if you wait to begin near the due date. It is highly advised that you commit to a study schedule which allows you to be online "in the Block" across the time devoted to the Block, rather than only at the end of the Block's allotted time.

**CACREP STANDARDS ADDRESSED IN THIS COURSE:** The WSU M.A. Psychology program aspires to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards for Professional Counseling Identity. Counseling Curriculum There are eight common core areas in the Counseling Curriculum which represent the foundational knowledge required of *all* entry-level counselor education graduates. In this course the following common core highlighted area(s) is addressed:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. COUNSELING AND HELPING RELATIONSHIPS
6. GROUP COUNSELING AND GROUP WORK
7. ASSESSMENT AND TESTING
8. RESEARCH AND PROGRAM EVALUATION

**COURSE OBJECTIVES: CACREP Common Core Objectives specifically addressed in this course include:**

**1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

**2. SOCIAL AND CULTURAL DIVERSITY**

- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients

**3. HUMAN GROWTH AND DEVELOPMENT**

- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

**4. CAREER DEVELOPMENT**

- j. ethical and culturally relevant strategies for addressing career development

## **5. COUNSELING AND HELPING RELATIONSHIPS**

- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- k. strategies to promote client understanding of and access to a variety of community-based resources
- n. processes for aiding students in developing a personal model of counseling

## **6. GROUP COUNSELING AND GROUP WORK**

- g. ethical and culturally relevant strategies for designing and facilitating groups

## **7. ASSESSMENT AND TESTING**

- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## **8. RESEARCH AND PROGRAM EVALUATION**

- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

### **What You Can Expect & What Is Expected Of You**

**You can expect that I will be available to you many times throughout the defined session, which is Sep 5 – Dec 13, 2018, however not 24/7.** There are a number of ways to be in touch with me (see page 1 of this syllabus). I am available to schedule an electronic, phone, or in-person conversation with you that meets the needs of both our schedules.

If you email me (September 4<sup>th</sup> and after), I will typically get a response to you within 24 hours, but always within 48 hours. If you have a question related to the course, one in which the response would benefit the entire class, I ask that you pose the question in the “Ask Dr. B” link of the main course page. All class members will then have access to the dialogue. Of course, if you have a more private matter you may contact me by one of the means above.

**You can expect that you will have considerable freedom to structure your own time with considerable control over when you do the course work.** In this course, you will be working with a set a material presented to you (A MODULE or BLOCK). There will be five “Blocks” of material. Blocks will be released consecutively with Block 1 opening on September 5<sup>th</sup>. You can do the work at your own pace, spread it out, do it all at once – it’s up to you. Please keep in mind that while you have significant flexibility in scheduling your work and participation, your experience with your online colleagues in the course will be richer if you can spread your study and involvement over the breadth of the Block period.

**You can expect that you will need to be proactive in your participation as a student.** You will be joining in discussions, posting information, and finding many different ways to be a part of the class. You can expect that some discussions may extend over numerous days/weeks, as your student colleagues also engage in each module. Participation and discussions are done through “Threads” which are online. Since students will not be online all at the same time, it is possible that you can discuss an issue in real time with a student electronically, but also possible that you will have a delay in the discussion as you wait for students to sign in again.

**Feedback from you throughout the course is a necessity.** As you have enrolled in an on-line course, I won’t know if you are having a problem with material or with this learning format unless you tell me. If you have technical difficulties, there are supports that can address them right away. If you are having

difficulty grasping some material, additional support from me or tutoring can also be arranged. Please let me know immediately if there is a problem with which I can help – the sooner you tell me, the sooner I can help you fix the problem.

**You will need to visit the course web page frequently.** If you are not checking PLATO (if only briefly) once every 48-72 hours, you are not engaged enough.

**You can expect that content will be presented to you in a variety of forms.** These include lectures, discussions both online and asynchronous, films, voiced-over Powerpoints (i.e., VoiceThreads), and reading files. It is important to note that this is not a correspondence course where you will only be sending me written material for a grade. You will be required to engage all formats provided within a block of material, as well as engage in discussion with your online classmates. Granted, that discussion may not always be in real time.

## COURSE POLICIES

Class Participation: Participation is necessary for learning. Material will be linked and available to you when you need it. Personal emergencies (e.g., death in the family, sickness) are recognized as valid reasons for being absent for an extended period of time, however it is **your responsibility** to let me know if your personal circumstances are keeping you away from this online course in a manner to which you cannot make the closing date of Block. Participation includes reading, listening, **interacting in discussions, offering your own viewpoints** and feedback, and taking part in group exercises, if applicable. Your participation is tracked electronically by me, and I have access to read and “drop in” on any and all forums built within this class structure.

Grading: A grade of **A, B, C, or F** will be earned based on fulfillment of all course requirements.

*Grading scale:*

A	Mastery of content/concepts
A-	
B+	Good understanding of material
B	
B- (marginal pass)	Basic understanding, more work is needed to perform appropriately and at a professional level
C+	
C (Acceptable as credit for <u>only one</u> 3-credit course in a student's program)	
C-	
F	Below-average competency

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical self-reflection in an effort to **demonstrate exceptional work.**
- Grade in the “B+/B” ranges are very good grades, and signify a **solid** understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be **solid** in content and were completed in a timely manner.

- Grades in the “**B-/C+/C**” ranges indicate that the **basic objectives of the course have been achieved**, that the student has **demonstrated minimal mastery of the material** of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “**F**” grade is assigned for work **below average in competency for graduate-level work**. The student receiving a grade of “F” has not demonstrated and/or exerted a level of effort or expertise expected of the average college student. It may also indicate that assignments were not completed in a satisfactory or timely manner, or that attendance requirements were not met.

## **Grading**

### ***Examinations*** **15%**

<i>Pretest Exam</i>	<i>Not Graded</i>
<i>Final Exam</i>	<i>15%</i>

### ***Case Study Essays*** **60%**

<i>Case Study #1</i>	<i>(presented as an example)</i>
<i>Case Study #2</i>	<i>20%</i>
<i>Case Study #3</i>	<i>20%</i>
<i>Case Study #4</i>	<i>20%</i>

### ***Class Participation through Discussion Forums*** **25%**

*Total of 14 Discussion Forums*

Dispositional Assessment: Students will be subject to an ongoing dispositional assessment as outlined in the Student Handbook, coordinated by the program advisor in collaboration with cooperating course instructors, faculty supervisors (if applicable), and site supervisors (if applicable). The dispositional assessment process is designed to identify opportunities to provide feedback to students on exhibited character, attitudes, attributes, and behavior as they advance through their academic journey of growth and development toward becoming a competent counselor. This process is a means to identify opportunities of providing student feedback in order for students to develop the essential skills of taking in feedback, self-reflecting and continuously evaluating and positively modifying their own behavior. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement or graduate with an M.A. Counseling degree, they must hold no unresolved “0” or “-1” scores in their dispositional record.

Academic Integrity: “Academic Honesty, a necessary foundation of a learning community is expected of all members of the university community. Violations of the Academic Honesty Policy are unacceptable and are subject to academic penalties including reduced grade, failure of the course, and suspension or dismissal from the university. Violations of academic honesty include, but are not limited to, cheating on examinations, plagiarism, submission of papers for credit in two or more courses, interference with the ability of other students to make use of permitted course materials, facilitating academic dishonesty, engaging in research on human or animal subjects without permission from the appropriate campus committee, and failure to report academic dishonesty.” Academic Honesty (<http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy>)

Students in the graduate program are expected to have high standards of integrity and demonstrate their own aptitudes when completing class assignments. Any graduate student who is suspected of plagiarism, cheating, or other forms academic dishonesty on examinations, papers, assignments or within a research

setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication. See the Student Handbook for full Academic Honesty Policy.

*These policies are subject to change. In the event that policies are changed, you will be notified in advance.*

## **STUDENT SUPPORT SERVICES**

Library: The Library hours of operation can be accessed on the university website at <http://lib.westfield.ma.edu> or by calling 572-5231. In addition, please visit the WSU Library Information Instruction program at <http://lib.westfield.ma.edu/friendly.php?s=iiprogram>, for guides to using databases as well as research skills.

Reading and Writing Center (RWC): Students are able to get one-on-one writing support by visiting 218 Parenzo, calling 413-572-5569, or making an appointment online: <http://www.westfield.ma.edu/academics/reading-and-writing-center>. This is a no-cost student resource. The RWC offers sessions during the day in 218 Parenzo and in the evening in Ely Library. You may use the RWC at any stage in your writing process, from first thoughts to final drafts. See website for semester hours.

In order to ensure that you get the most out of your RWC session: 1. Make an appointment sufficiently in advance of the due date to allow adequate time for making revisions. (Keep in mind though that the old adage applies here: better late than never.); 2. Bring anything associated with the assignment: a copy of the assignment, the course syllabus, earlier drafts, relevant research and reading material, and your most recent draft; 3. Prior to your session, reread your assignment or your draft and identify a particular question or concern for the session.

Documented Learning Needs: If you have a documented learning needs that requires special testing accommodations or other classroom modifications, notification to the instructor and the Banacos Academic Center must be made no later than the 2<sup>nd</sup> week of class. You will be required to provide documentation of your learning need to determine the appropriateness of accommodations. Information links are provided here:

Disability Services:

<http://www.westfield.ma.edu/prospective-students/academics/academic-resources/disability-services>

Learning Disabilities Program:

<http://www.westfield.ma.edu/prospective-students/academics/academic-resources/learning-disabilities-program>

## **Class Structure**

The course makes use of a set of subunits called “Blocks.”

You can do the work at your own pace: you can do it all at once, finishing the block work well before the closure date, or you can do it at a slower pace. How you use your time is entirely up to you, so long as all the work is done for all five blocks, and the final exam is completed, by the end of the course.

## **What Will I Find In Each Block?**

Each block will have a clearly numbered set of activities so you’ll know what to do first, second, third, etc. The blocks will vary in content, but you can expect each of them to typically include:

*Instructor Guidance.* I will introduce you to each block and provide some guidance very early, i.e. “a checklist”. **It is important to follow the checklists as they are provided to you within the blocks.** You will likely have some kind of multimedia presentation from me, usually in the form of narrated PowerPoint presentations, and there occasionally may be a film or some other online modality.

*Reading.* Readings will be provided in each block. There is no text book. You will find the appropriate links to this additional material in each block.

*Participation.* You will have 14 Discussion Forums in this course. Contributions to discussion forums need not be lengthy, however should always be well-thought-out and address the prompted topic in the forum. Discussions online are asynchronous (we are not all online at the same time). You will be asked to post a message for the rest of the class. You will be asked to return to the forum and respond to ***at least three*** classmates’ comments. A significant portion of your final grade (25%) will be based on this class participation, as evidenced through your contributions to the discussion forum. **Class participation** defined as all of the following:

**Active, substantive participation on the class web page through discussion.** By "active" I mean you regularly contribute to the course through the class discussions that will be offered with each block. By "substantive" I mean you do all these things based on the reading and other block materials.

**Active, substantive contributions to class participation by making contributions.** Recommending a link to everyone to a newspaper article relating to class discussions, recommending something you've found on television or the web that is interesting, showing an example from experiences (general life experience, observations of behavior, through a job, internship, volunteer work, and so on) relating to our work all count as class participation as well.

**Active, substantive contributions to class participation by feedback to classmate comments.** Feedback can be light-hearted, additive, complementary, but should always be respectful. Brief is fine.

Please note: Your grade for class participation will be assigned by me, based on my evaluation of your contribution through the criteria mentioned above (It will receive a point value between 0-3). I'll be happy to give you feedback at any time on this part of your grade. By remaining in the course, you are giving your consent to that evaluation.

“A” level participation means you are both active and substantial in each block (3 points);

“B” level participation means you are active, but do so without substance from the material (2 points);

“C” level participation means you do the same as “B” but with less regularity (1 point);

Extremely low or non-participation will result in 0 points.

*Case Study Essays.* Each block will include a case study. The case study in Block 1 will serve as a tutorial with a given response (example), i.e., no case response is required of you. However, carefully examine this first example as a model of what is expected in your responses to Case Studies #2 - #4. You will apply a decision making model, introduced to you in the material in Block 1. The decision-making model should serve as your framework/outline for your case study essays in the remaining Blocks. Essays should be organized according to the decision making model, word-processed and saved on your technology. You will have the ability to attach the completed essay in a “dropbox” and send it to me for scoring. Essays are scored on a 100 point scale. Some significant extra credit will be offered for thorough essays. An example of an essay rubric will also be provided to you in Block #1.

### **Will There Be Examinations?**

*Examinations.* Yes. Exams will be multiple choice and essay. Exams will cover readings *and additional material presented online*. **A pretest will not be part of your grade.** It is used only as a baseline indicator of your knowledge. You will have a final examination. The final examination may be completed “open book”, i.e., you may use all material available to you. However, you must not communicate with each other about examinations (honor system). As the exam is open-book, it is not weighted as much as course participation (measured through your contributions in discussion forums) or case assignment essays. **A part of the final exam will have a time limit, therefore you should plan to complete that part in one sitting.**

### **IMPORTANT BLOCK DATES & TOPICS**

<b>Block</b>	<b>Topics</b>	<b>Block OPENS</b>	<b>Block CLOSES</b>
<b>1</b>	<b>Introduction to Ethical Codes, Complaints, Issues, Dilemmas, &amp; Problem-Solving Models</b>	<b>Sep 5 (Wed) 8:00am</b>	<b>Sep 23 (Sun) 11:59pm</b>
<b>2</b>	<b>Privacy, Confidentiality &amp; Privilege</b>	<b>Sep 21 (Fri) 8:00am</b>	<b>Oct 7 (Sun) 11:59pm</b>
<b>3</b>	<b>Boundaries; Multiple Relationships</b>	<b>Oct 5 (Fri) 8:00am</b>	<b>Oct 28 (Sun) 11:59pm</b>
<b>4</b>	<b>Responsibilities in Counseling</b>	<b>Oct 26 (Fri) 8:00am</b>	<b>Nov 18 (Sun) 11:59pm</b>
<b>5</b>	<b>Record Keeping; Managed Care &amp; Advocacy</b>	<b>Nov 16 (Fri) 8:00am</b>	<b>Dec 9 (Sun) 11:59pm</b>
<b>Final Examination must be completed by 11:59pm December 13<sup>th</sup></b>			

**Block Checklists are attached here and will also be included as a first item in each “Block”.**

\*Instructor reserves the right to revise and update this syllabus at any time prior to the start of the course.

## CHECKLIST for Block 1:

- You should have completed the 20-question Pretest before beginning this work in Block 1. If you have not, please close this file and find the “Pretest” link to in the left marginal menu bar to complete the Pretest. **It is scored only for you and is NOT part of your final grade in the course in any way.**
- Listen and view** the 5-minute narrated PowerPoint in the file *Ethical Codes, Principles, & Making Ethical Decisions*. Importantly, this will introduce you to the 7-step decision-making model (Forester-Miller & Davis), of which we will utilize steps #1 - #5 to structure case study responses in this course.
- Read** the American Counseling Association’s (ACA) Code of Ethics, as well as the American School Counseling Association’s (ASCA) Code of Ethics, and the American Mental Health Counseling Association’s (AMHCA) Code of Ethics. As you will be continually referring to these documents throughout the course, it may be helpful to print out a copy if you prefer.
- Read** the 1-page document **17 Ethical Principles & Values**.
- Enjoy a Movie!** . . .With paper and pen in hand, you will find *The Prince of Tides* streamed for your enjoyment. See how many ethical concerns you can identify. You’ll find an assignment box to send me your top 10. Specifically name and/or describe the ethical violation and cite the ACA Ethics Code (EX: “A.5.d. Friends or Family Members”).
- Read** *Ethical Dilemmas in Psychological Practice: Results of a National Survey*. After reading the research article, you’ll find a “discussion forum” created below it in the file (called **Discuss1**). **Contribute** to the class discussion for the question posed.
- Read** *Ethics of Practice: The Beliefs and Behaviors of Psychologists as Therapists*. After reading the research article, you’ll find a “discussion forum” created below it in the file (called **Discuss2**). **Contribute** to the class discussion for the question posed.
- Listen and view** the 10-minutes narrated PowerPoints in the file Processing Ethical Complaints. I overview the American Counseling Association’s process for handling ethical concerns.
- Read Case Study #1**. After thinking carefully about it, you will have a public discussion forum to join and re-visit (**Case Study #1 Discussion**), responding to others’ comments. The goal of the Case Study Discussion Forum is to allow the class to assist each other in identifying and debating all ethical considerations, comprehensively. Make sure you have participated in this forum before 8:00am on September 21<sup>st</sup>, at which time I will release an example response for you to the case study, as well as an example rubric that scores the response. No formal writing on Case Study #1 is required. It serves purely as an example of the rigor that is expected of you in Case Studies #2-#4.

- Finally, I am providing you with the links to the appropriate licensing body for your respective credentials. You are responsible for orienting yourself to the Commonwealth's requirements for your education during your M.A. Counseling program, as well as post-master's experience hours and supervision. If you have questions about these requirements, it would be helpful to all if you are comfortable posting them in the public forum "Ask Dr. B."

## CHECKLIST for Block 2:

### File *Informed Consent*:

- Read** *Seeking an Understanding of Informed Consent*. **Browse** the 22 items listed on the 1-page *Information to Include in Informed Consent*.
- Listen and view** the 10-minutes of narrated PowerPoints (Part 1 & 2) on Informed Consent.
- Contribute** to class discussion with the question poised for you in **Discuss3**.

### File *Privacy, Confidentiality & Privilege*:

- Read** the articles *Privacy, Confidentiality, and Privilege in Psychotherapeutic Relationships*, & *Privacy and Confidentiality in Psychotherapy*.
- Listen and view** the 5-minute narrated PowerPoint on *The Difference Between Privacy Confidentiality & Privilege*.
- Contribute** to class discussion with the questions poised for you in **Discuss4**.

### File *Risk Management with Minors and/or Duty to Warn*:

- Read** the article *Confidentiality With Minor Clients: Issues and Guidelines for Therapists*.
- Listen and view** the 5-minute narration *Confidentiality With Minors*.
- Peruse** the material in *Juvenile Rights Advocacy Project: Guide for Practitioners and Massachusetts Regulations Pertaining to Health Services to Minors*.
- Read** *Limiting Therapist Exposure to Tarasoff Liability: Guidelines for Risk Containment*.
- Contribute** to class discussion with the questions poised for you in **Discuss5**.

### Case Study:

- Read Case Study #2**. After thinking carefully about it, you will have a public discussion forum to join and re-visit (**Case Study #2 Discussion**), responding to others' comments. You will also have an essay to write (**Essay Assn #2**). After you complete the essay as instructed, attach it as a file in Essay Assn #2 for submission and grading. Your essay is seen only by me.

## CHECKLIST for Block 3:

### DO THIS FIRST!

- Complete the Surveys:** (1) *Boundaries of Physical Touch*, and (2) *Statements of Verbal Intimacy*. Your opinions are not graded and will only be reported in group format after every class member finishes them.

### File *Boundaries in Psychotherapy*:

- Read** *The Concept of Boundaries in Clinical Practice: Theoretical and Risk Management Dimensions*.
- Listen and view** the 14-minutes of narrated PowerPoints (Parts 1, 2, & 3) on Boundaries.
- Listen and view** the 4-minute narrated PowerPoint on *Dual Relationships*.

### File *Boundary Violations in Other Relationships*:

- View** the 35-minute news documentary (Primetime Basic Instincts Series) *Obeying or Resisting Authority: A Psychological Retrospective*.
- Contribute** to class discussion with the questions poised for you in **Discuss6**.

### Case Study:

- Read Case Study #3**. After thinking carefully about it, you will have a public discussion forum to join and re-visit (**Case Study #3 Discussion**), responding to others' comments. You will also have an essay to write (**Essay Assn #3**). After you complete the essay as instructed, attach it as a file in Essay Assn #3 for submission and grading. Your essay is seen only by me.

## CHECKLIST for Block 4:

File *An Eclectic Mix of Articles*:

- Read** *Ethical and Legal Considerations in Marital and Family Therapy*.
- Read** *Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations*.
- Read** *increasingly Informed Consent: Discussing Distinct aspects of Psychotherapy at Different Points in Time*.
- Contribute** to class discussion with your selected option poised for you in **Discuss7**.

File *How to handle Court Requests & Demands*:

- Read** *Strategies for Private Practitioners Coping with Subpoenas or Compelled Testimony for Client Records or Test Data*.
- Listen and view** the 10-minutes of narrated PowerPoints (Parts 1 & 2) titled *Help, I've been Subpoena'd!*

File *The Suicidal Client*:

- Listen and view** the 10-minutes of narrated PowerPoints (Parts 1 & 2) titled *Suicidality*.

File *Ethical Dilemmas Related to Diagnosing &/or Medicating*:

- Listen and view** the very brief pre-instruction I have recorded for you titled *Medicated Child Pre-Viewing Instructions*.
- View** the 55-minute news documentary (Frontline) *The Medicated Child*.
- Contribute** to class discussion with your response to my prompt in **Discuss8**.

Case Study:

- Read Case Study #4**. After thinking carefully about it, you will have a public discussion forum to join and re-visit (**Case Study #4 Discussion**), responding to others' comments. You will also have an essay to write (**Essay Assn #4**). After you complete the essay as instructed, attach it as a file in Essay Assn #4 for submission and grading. Your essay is seen only by me.

## **CHECKLIST for Block 5:**

File *Record Keeping Guidelines*:

- Read** *Record Keeping Guidelines*.
- Read** *HIPPA Federal Regulations of Health Care Records*.
- Read** *Massachusetts General Laws: Record-Keeping for Victims of Rape & Domestic Violence*.
- Listen and view** the 8-minutes of narrated PowerPoints (Parts 1 & 2) titled *Record Keeping*.
- Listen and view** the 5-minutes of narrated PowerPoint on *HIPPA*.

File *Managed Care & Advocacy*:

- Read** *Considerations for Ethical Practice in Managed Care*.
- Read** *Legal Liability & Managed Care*.
- View** the very brief Previewing Instructions to *Minds on the Edge*
- View** the 56-minute Fred Friendly Seminar titled *Minds on the Edge: Facing Mental Illness*.
- Contribute** to class discussion with your response to my prompt in **Discuss9**.
- Contribute** to a concluding class discussion with your response to my prompt in **Discuss10**.
- When rested, open and complete the **Final Examination**.