

**Ethical Principles in Counseling  
Psychology 442 – 01  
Fall Semester 2022**

Instructor: Leanne Parker, Ph.D.

Office Hours: Monday 4:15 – 5:15 p.m., Tuesday 2 – 3 p.m., Wednesday 4:15 – 5:15 p.m., or by appointment  
(please request Zoom appointment if needed)

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Meeting Times: Monday, Wednesday 3 – 4:15

Class Meeting Place: ADM 16

Final Meeting Date: Wednesday, December 14, 3 p.m.

**Texts Required:**

Bok, S. (1999). *Lying: Moral choice in public and private life*. Random House.

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9<sup>th</sup> ed.). Cengage Learning.

Goals: This course is designed to provide students with an opportunity to learn to deal with professional and ethical issues that affect the practice of counseling and other helping professions. Basic and factual information is provided, however, students must also learn a process of thinking about and resolving basic issues they are likely to encounter throughout their careers. Professional and ethical guidelines offer assistance with dilemmas, but students and professionals must ultimately struggle with the application of ethical principles, and decide the most appropriate courses of action (Corey, Corey, Corey, & Callanan, 2015).

Objectives:

- 1) Students will be thoroughly knowledgeable of ethical guidelines related to various helping professions, and able to articulate such knowledge.
- 2) Students will be able to articulate major ethical issues faced by various stakeholders, e.g., private practitioners, agency clinicians, clients, and state/private/corporate entities.
- 3) Students will become aware of personal values and life experiences that affect the helping process.
- 4) Students will be able to articulate, and apply to practical situations, the rights and responsibilities of client and counselor.
- 5) Students will develop a personal mechanism for resolving ethical dilemmas.
- 6) Students will develop a personal mechanism for assessing their level of competence.
- 7) Students will have a clear understanding of the difference between legal and ethical standards, as well as aspirational guidelines and codes of conduct. This understanding includes the consequences of violating such standards, guidelines, and codes of conduct.

**COVID-19 Considerations:** Be aware that anything about the syllabus may change depending on evolving realities associated with the current pandemic. In general, you can expect that coursework scheduling will remain constant under normal circumstances. However, due to outside forces beyond the control of faculty and/or staff at LCSC, schedule and delivery modalities may change throughout the semester. While course times and meeting days should remain the same (excluding class cancellations), delivery modalities (face-to-face, virtual remote, online, etc.) may change due to extenuating circumstances. When circumstances warrant, assignment due dates or changes to assignments may be made. I will communicate such changes with students in a timely manner. Examples of extenuating circumstances include, but are not limited to: inclement weather,

natural disaster, localized power outages, local or state directives, or instructor obligations (community or college service, professional development, or injury/illness, etc.).

**At any point in the semester if you develop symptoms of COVID-19 or any other communicable illness, *do not attend any of your classes in person* and contact the LCSC Student Health Center right away: (208) 792-2251. Please email me right away, so that we can adjust your participation as needed.**

While this isn't new territory anymore, let's all do our best to be patient and understand that if things don't always go exactly as planned, we will try to creatively problem-solve any issues that arise. We will also periodically check-in with each other to see how things are working for everyone and readjust as necessary. **Our flexibility and understanding in this ongoing, fluid process will help make this semester a success!**

**Please check your LCSC email account at least once every day. It is the major way I communicate with you between class meetings.**

A note to persons with disabilities: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location, office hours, phone number, and email address are noted above. I'm also happy to work with Accessibility Services here on the LCSC campus.

Focus of the Ethics Course: The class will not be a lecture class, but rather conducted more along the lines of a seminar. While some brief lectures will be given, the focus is upon discussion, interaction, role-playing, exploration of issues, and carrying out in class (and small groups) selected activities and exercises. Come to class prepared! Read, think, be willing to state your views and exchange ideas. If it becomes apparent that students are consistently unprepared, weekly and/or pop quizzes will be utilized. **With the readings associated with the Corey, Corey, Corey and Callanan textbook, have the pre-chapter self inventory completed and ready to discuss. This is the only way to earn attendance points on days attendance is taken.**

**NOTE: Be sure to bring to class any textbooks for the week's assigned reading.**

It is hoped you will use fieldwork experience as a basis for identifying ethical and professional issues that you want to discuss in class. The readings and discussions will "come alive" for you if you can relate these topics to issues with which you have experienced and struggled in a fieldwork or internship placement. Above all, relax and enjoy the challenge of the course. ☺ I hope you will become intellectually and emotionally engaged and give the course your best effort. Please arrange time to see me outside of class if you want to talk about anything that results from being enrolled in the course.

### Grading Practices and Policy

Your grade for the course will be determined by evidence of the quality of your learning as demonstrated by your performance in the following areas:

Essays 1 – 5	250 points (50 points each)
Essay 6	75 points
Discussion	20
Self-Evaluation Paper	25 points
Reflection questions	160 points (8 total @ 20 points each)
Final	200 points (comprehensive, objective and short essay questions)
Attendance/Participation	40-50 points (approximately)
Total	770 - 780 (approximately)

**Assignments may be modified, or additional opportunities for points may be added, at professor's discretion.**

**A curve is NOT used for grading this course.**

Grading:	93 – 100%	= A	77 – 79.9%	= C+
	90 – 92.9%	= A-	73 – 76.9%	= C
	87 – 89.9%	= B+	70 – 72.9%	= C-
	83 – 86.9%	= B	67 – 69.9%	= D+
	80 – 82.9%	= B-	60 – 66.9%	= D
			59% & below	= F

**Class Participation:** This course is organized in a seminar format and you are expected to participate in the class activities and discussions. Your final course grade may be affected by both the quality and the quantity of your in-class participation and attendance. Attendance is expected at each class meeting, unless you have an emergency situation or are ill.

**Classroom Etiquette:** All students enrolled in this course shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. *Note: In this classroom, proper behavior conducive to a positive learning environment includes the stowing of all cell phones, iPads, laptops, and any other distracting electronic device. In other words, this class will be a “no technology zone.” If you feel strongly that you need to have a device out during class, please see me privately to discuss.*

**You are responsible for anything covered in class during your absence. This includes lecture material, handouts, and any announcements or revisions made to the reading schedule. Please consult with a peer or myself when class is missed.**

#### Elaboration of Graded Assignments

**General:** All papers must be typed, double-spaced, with no more than 1 inch margins and 12 point font. Assignments must be turned in to me in hard copy form unless otherwise specified. **As always, grammar/punctuation/spelling are important and count as part of the total grade on any assignment.** Late papers will be accepted for up to **3 days after the assignment is due**; 10% of the paper's worth will be taken for EACH day the paper is late (e.g., if a paper is 2 days late, 20% of the paper's worth will be deducted before any other grading). **No papers will be accepted more than 3 days late.** If not turning in a paper during class, take it to the Social Sciences Division office and place it in my mailbox or in the box outside the Social Sciences Division door. You may also slide it under my office door. **All papers must be in APA format.** Please note that APA format was revised in 2019 (7<sup>th</sup> edition). You must use the most recent revision. **If you are not familiar with APA format, please see me.**

**Suggested or required paper lengths do not include cover page or reference page(s); an abstract is not required.**

**Please Note:** I have a standing offer to briefly review any paper that has an upcoming due date and give you feedback about whether you are on the right track, improvements you could make, or anything else about which you have a question. To exercise this option, you must give me no more than a 3-page excerpt to review at least a week before it is due, and it must be typed.

**Discussion:** Under the “Discussion” area of Canvas, there is a topic to which students are to respond. A meaningful post of at least 100 words is expected from each student (10 points). You must also respond with at

least 1 meaningful response of at least 100 words (each) to 2 other, different students' initial posts (5 points each, 10 points total).

If you miss the discussion, you are not allowed to make it up. Students are expected to be an active and integral member within the discussion environment. This discussion will be open for approximately the first week of class due to a training I am attending on mindful self-compassion.

**Your personal post to the topic must be provided by Thursday, August 25. Your responses to the 2 other students must be provided by August 28. Points will be deducted for late initial posts, and for lack of meaningful content.**

**Grading of All Discussions:** While in general points are not deducted for minor grammatical, spelling, punctuation, and APA style errors, please write in standard English and do not use "texting" abbreviations. Continued use of nonstandard English will result in point loss.

### Elaboration of Essays

**Each essay should give evidence of considerable thought/outside reading, and must show a development of your positions in a coherent, logical, and organized way.** Papers should be done in a personal style and reflect the end result of your study/research review/thought on given ethical and professional issues. Each essay is to be **no less** than 2 pages in length, and generally no more than 3 pages (double spaced). The only exception is essay # 6 which requires you to work through an ethical dilemma; a thorough job will require more than 3 pages (see further information on this essay below). **Start each essay on a new page, and use an appropriate APA cover sheet indicating the title of your essay.**

You should know that you are not graded on your viewpoints and thoughts as such. Instead, your grade is a function of your ability to clearly and fully express your ideas. **I am looking for depth of thinking, originality, critical evaluation, the ability to apply theories to practical situations, independent judgment, organization, and insights into issues.** Let your papers demonstrate that you are doing the reading and reflecting necessary to produce a quality paper.

Your task is to *narrow down* a topic so that you have a clear focus, then take a definite position and develop it fully and cogently, and to give logical reasons for your perspectives. To write outstanding papers, it will help to show evidence that you have read the relevant material in the textbook, that you have done *some supplementary reading* on each issue in question (such as specific journal articles) and that you have drawn upon any experiences that you have encountered in your internship or fieldwork placements. I suggest that you select topics with which you are struggling or have experienced in your internship/field placement.

I am interested in challenging you to develop your own positions and the ability to back up these views with supporting evidence (either through your observations and experiences, or through a survey of views from other writers). **These are to be thought papers, not merely summary of information papers!! Take a *specific position*, show *why* you take such a position, and then develop your viewpoints by giving *reasons* for the statements you make.**

**Essays 1 – 4:** Select **four topics or considerations** (from the topics explored in Corey, Corey, Corey, & Callanan, 2015). Write an essay on each of the following topics:

**Essay 1** – A value issue: how your values may affect your counseling (chapter 3)

**Essay 2** – A client rights issue (chapter 5)

**Essay 3** – Some dimension of confidentiality (chapter 6)

**Essay 4** – An issue with respect to managing boundaries and multiple relationships (chapter 7)

**Essay 5** – Review the reading provided at:  
<http://kspope.com/ethics/ethicalstandards.php>

This list contains 21 cognitive strategies to rationalize unethical behavior. Given that we are imperfect, and subject to our humanness, we are always at risk to use these strategies. The trick, of course, is having sufficient self-awareness to recognize our personal tendencies and guard against these justifications.

Identify 2 – 3 of these strategies that you will be at most risk of using. For each choice, give an example of how you have used that strategy in the past to justify something you wanted to do, didn't want to do, etc. Lastly, identify how you will keep your awareness high to avoid using this justification in the future when working with clients.

**Essay 6** – Take the assigned ethical dilemma, and show how you would resolve this dilemma by using the ethical decision-making model presented in class. **Work through the dilemma, in detail, step by step. This will necessitate some research on your own.** As noted above, this particular essay will be longer than the others, perhaps 4-5 pages or more.

#### Suggestions for Writing and Criteria for Grading

Each essay is worth 50 points (except Essay 6), divided as follows:

- 1) grammar, writing skills, APA style (10 points)
- 2) development of a theme, denotation of a specific stance (10 points)
- 3) use of examples (5 points)
- 4) creativity and depth of thinking (10 points)
- 5) integration and application (15 points)

More specific information on each dimension is provided below.

**1. Quality writing skills.** Write directly and informally, yet write in standard English. I encourage you to use personal examples and to support your points with these examples when appropriate. Make sure your essays reflect college-level writing skills. Use complete sentences, develop your paragraphs, check your spelling, and put together a paper that reflects quality. You might ask someone to proofread your paper.

**2. Development of a theme.** Look for a central theme or central message in each essay. Make an outline, and check to see that each point in your outline pertains to your central message. In particular:

- *Create a short title for each essay that conveys your basic idea.*
- State your message concisely in your opening paragraph.
- Have a solid and impactful concluding paragraph.
- The theme should be *clear, concise, and specific* (rather than global and generalized). Do not write in a general and abstract manner, or else your essays will lose a clear focus.
- Develop your thoughts fully, concretely, and logically (rather than rambling or being vague and wordy).
- In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to discover your intended meaning.
- *Give reasons for your views rather than making unsupported statements. In taking a position, provide reasons for your position.*
- *Cover an issue or idea well and in depth, rather than spreading yourself too thin.* For each essay, narrow down your question or topic so that you can manage to develop central paragraphs that expand on your theme.

**3. Use of examples.** In developing your ideas, use clear examples to illustrate your point. Draw upon personal examples, and/or apply theoretical concepts to a hypothetical but realistic setting. Tie your examples into the

point you are making (but be careful not to give too many details or get lost in personal examples). \*Do not choose specific cases from the book as examples.

**4. Creativity and depth of thinking.** Write a paper that reflects your own uniqueness and ideas, rather than merely giving a summary of the material in the books. For example:

- Approach the material in an original way.
- Focus on a particular issue or topic that you find personally significant. Since you have a choice in what aspect to focus, select an aspect of a problem that will allow you to express your beliefs.
- Show depth in expanding on your thoughts.

**5. Integration and application.** Your papers should emphasize an integration of perspectives and application of theory/principles to practice.

- *Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.*

- If you are writing a theory essay, focus on those specific aspects of the theory that you'd most like to incorporate into your own style of counseling. Stress the implications for counseling practice. Rather than writing merely about a theoretical issue, show how this issue has meaning in a counseling situation.
- Apply your ideas to specific populations with which you expect to work – both in counseling and non-counseling situations. You may want to apply your essays to teaching, working with the elderly, working in corrections, working with adolescents, etc. Make these a personal and meaningful experience.
- In writing about ethical issues, be sure to zero in on a specific message. What do you most want to convey?

**Self-Evaluation Paper** (no less than two pages, no more than three pages)

It is to address the following:

- What do you consider to be the *most significant learnings* for you that grew out of this course? List them in order. Then, select a few of them and discuss *how* those learnings were of significance and why.
- What questions have you raised this semester? What questions have particularly stood out for you with the readings, the class discussions, and the lectures?
- How would you *evaluate yourself* as a learner in this course? Specifically, assess yourself on all dimensions: What was the quality of your papers? How much of yourself did you invest in this course? How would you assess class participation? How involved were you? How much did you risk? What did you contribute to the class? How critically and thoughtfully did you do the assigned readings? Did you do any outside reading? If so, what?

**Reflection questions** – Each week you have reflection questions to which you are to respond in written form. While your papers are more planned and thoughtful, this is to be your personal reaction to weekly topics and discussions, with questions to focus your thinking. Possible things to consider include: what new information or topic had the most meaning for you? Were any of your values or beliefs challenged, and how so? How will this affect your approach with clients? What do you most fear when considering this issue? Do you agree or disagree with the perspectives of authorities in the field? These are simply examples, and not meant to be exhaustive. Pick ONE of the alternatives provided.

Reflection questions for a specific week are to be in my box in the Social Sciences Division office, Spalding Hall 101, by Friday at 5 p.m. Papers should be typed, double-spaced, and no less than 1 but no more than 2 pages. **Clearly name and date each paper with an appropriate APA style cover page, indicate the number reflection it is for you, and write out the reflection question itself.**

**Reflections are worth 20 points each. Grading is as follows:**

Writing (including grammar, punctuation, etc.)	5 points
APA style	5 points
Content	10 points

**Resources for Assistance:**

Suicide and Crisis Lifeline: 988

Student Counseling Services: (208) 792 – 2211, Sam Glenn 212 (free to all registered students)

TAO (Therapy Assistance Online) <https://www.lcsc.edu/student-counseling/tao-therapy-assisted-online-self-help>

**Tentative Assigned Reading and Due Dates; Please bring assigned readings to class**

**Week of:**

**August 22:**           **Discussion Post**  
Review syllabus; Bok Chapters 1-2

**Reflection questions:** Do you agree with Bok's statement that we can never know the whole truth? Why or why not?

**Alternative:** When you have lied in the past, do you see aspects of the "perspective of the liar" (p. 23-28) in yourself? Which ones?

**August 29:**           Bok Chapters 3-5

**Reflection question:** What is your opinion of Kant's perspective on lying?

**Alternative:** Read the desert island example on p. 51. What do you think of the person's choice in this situation? Why? What are the pros/cons of each choice? What would you do?

**Alternative:** What do you think of Bok's position on white lies?

**September 5:**       **No class on Labor Day**  
Bok Chapters 6-8, 11

**Reflection question:** Discuss Bok's test of publicity and levels of justification for lying. Would this reflection help you decide whether a lie was justifiable? Would white lies, in general, pass this test? Read the scenario presented on p. 116. Was this lie justifiable? What would you have done in the same situation?

**Alternative:** Is there ever a justifiable reason to lie to a client? Discuss your answer given Bok's outlines for what tests a lie would have to pass to be justifiable. If possible, give an example.

**September 12:**      Corey Chapter 1 – Introduction to Professional Ethics

**Reflection question:** Complete the self assessment, p. 24-32. Which items caught your attention? About which were you the most unsure? What strikes you most about beginning a discussion about the complexities of ethics in counseling?

**September 19:**      Corey Chapter 2 – Counselor as a Person & as a Professional

**Reflection question:** Is it ever ethical to mandate self-exploration experiences for counselors-in-training? Why or why not?

**Alternative:** What personal needs of yours will be met by counseling others? To what degree might they get in the way of your work with clients? How can you recognize and meet your needs in ways that do not interfere with a client's work?



**September 26:** Corey Chapter 3 – Values & the Helping Relationship

**Reflection question:** Complete the values inventory on p. 76-77. Pay particular attention to the items you marked as “C.” Why would you have difficulty working with these people? Are there people/situations/values not listed that would cause you difficulty in a counseling situation?

**Alternative:** Is there such a thing as “rational” suicide, that is, a person considering suicide who is not depressed or otherwise compromised by mental illness? What if such a client were to discuss this with you, what would be your reaction? What if they asked to borrow a book that discusses suicide options? The National Association of Social Workers *Code of Ethics* states in part:

If legally permissible, it is not inappropriate for a social worker to be present during an assisted suicide if the client requests the social worker’s presence.

Could you be present during a client's assisted suicide? See also the American Counseling Association’s (ACA’s) position on confidentiality, p. 95 in your text. How would you feel about breaking/not breaking confidentiality if you knew a terminally ill client was going to hasten her/his death?

**October 3:** Corey Chapter 5 – Client Rights & Counselor Responsibilities

**Reflection question:** After reviewing the Reasons for Malpractice Suits section (p. 191-196), which reason concerns you the most? Do you know of a helping professional who has faced a malpractice suit? How worried are you about being sued someday?

**Alternative from Pope and Vasquez:** You have just begun working as a counselor at a university counseling center. At your first meeting with the counseling center director, you ask whether they have consent forms. The director replies, “I’m so glad you brought that up. We’ve been leaving that up to individual counselors but we need one that everyone can use. I’ve been looking at your resume and I think you’re the perfect person to design the form. Please have it on my desk by next Thursday.”

- a) How do you feel?
- b) Assuming there is no way you can get out of this task, what process would you use for designing the form?
- c) What issues or elements are you sure the informed consent form should address?

**\*\*Essay 1 due Friday, October 7 by 5 p.m. in my box in Spalding Hall, Room 101. These can be reviewed for the feedback provided, so as to make the criteria clearer for future essays.**

**October 10:** Corey Chapter 6 – Confidentiality: Ethical and Legal issues

**Reflection question from Pope and Vasquez:** You have been working with a 14-year-old client for several months. During one session, the client suddenly discloses that they have been having sex with a parent for the past 4 years. The client, who has been chronically depressed, tells you: “If you tell anyone about this, I will find a way to kill myself.” You believe this is not an idle threat.

- a) How do you feel?
- b) Under what circumstances, if any, do you believe you might disclose information about the client's claim of having been sexually involved with a parent to any of the following: 1) child protective services or other governmental agency authorized to receive reports of suspected child abuse; 2) your clinical supervisor; 3) any family member; 4) anyone else?
- c) What objectives or priorities would shape your interventions?
- d) To what extent, if at all, would your own potential legal liability affect your emotional responses to this situation and your course of action?

**Alternative:** See the Corey, Corey, Corey, and Callanan book, p. 242-243. Discuss 1 or 2 of the bulleted questions.

**October 17:** Corey Chapter 7 – Managing Boundaries & Multiple Relationships

**Reflection question:** See p. 282 in Corey, Corey, Corey, and Callanan, “Your position on socializing with current or former clients.” Address the questions posed in the 4<sup>th</sup> paragraph.

**Alternative:** See p. 283-294 in Corey, Corey, Corey, and Callanan. Are sexual relationships with former clients unethical regardless of the elapsed time since termination or the type of therapy? Do you see any exceptions that might justify developing intimate relationships with former clients?

**Alternative from Pope and Vasquez:** During a session a client mentions that, because of her job, she receives many free tickets to concerts, plays, and other events. She loves giving them to her various doctors because she greatly appreciates their hard work and because it costs her nothing. She tells you that she has already mailed to you the day before a pair of tickets to an upcoming concert because you had happened to mention that you are a fan of the performer, who has never held a concert in your part of the country before. You have tried to find tickets to take your daughter, who very much wants to attend, but tickets were immediately sold out and no source seems to have them available at any price.

- a) How do you feel?
- b) What issues do you consider?
- c) Is there any more information that you would want before deciding what to do? If so, what information would you seek?
- d) Under what conditions, if any, would you accept the tickets?
- e) After the session is over, how, if at all, would you describe this situation in your chart notes?

**\*\*Essays 2 – 3 due Friday October 21 by 5 p.m. in my box in Spalding Hall.**

**October 24:** Corey Chapter 7, continued

**Reflection question:** Answer one from the week of October 19 that you did not answer.

**Alternative from Pope and Vasquez:** During your first session with a new client, he tells you that he has always been concerned that his penis is too small. Suddenly, he pulls down his pants and asks you if you think it is too small. (If you are a man, consider the same scenario with a new client only it is a woman who is concerned about the size of her breasts.)

- a) What are you feeling? What are you thinking?
- b) What would you, as therapist, want to do first? Why? What do you think you would do first? Why?
- c) What difference would it make if this were a client whom you had been treating for a year rather than a new client?
- d) How, if at all, would your feelings and actions differ according to the gender of the client?

**October 31:** Corey Chapter 8 – Professional Competence & Training

**Reflection question:** Regarding selection of trainees, what criteria should be used for admission to training programs? Should the selection of trainees be based solely on traditional academic standards, or should it take into account the latest findings on the personal characteristics of effective therapists? How would you determine whether a candidate had those characteristics or not?

**Alternative:** Assume that you are a graduate student who is part of the interviewing team for applicants for your training program. Identify 3 questions to pose to all applicants. What are you hoping to learn about the applicants from your questions?

**\*\* November 3, last day to withdraw from class(es) or college for the semester.**

Please note that I will not support petitions for late withdrawal except under unusual or extraordinary circumstances.

**November 7:** Corey Chapter 9 – Ethical Issues in Supervision

**Reflection question:** You have conflict with your supervisor over the most ethical way to deal with a client. What would you do?

**Alternative:** Do you think it is unethical for a supervisor to initiate social or sexual relationships with trainees after they have graduated? Explain your position.

**Alternative:** Address question #6 in Corey, Corey, Corey, and Callanan, p. 368.

**Alternative from Pope and Vasquez:** You have just completed an intake session with a person who is extremely fearful, hears voices, and seems to have a thought disorder. Your provisional diagnosis is some form of schizophrenia, although there are other possibilities you plan to explore during the next session. You meet with your supervisor, review your notes for the intake, state your opinion that the difficulty probably involves a schizophrenic process, and list the questions you plan to address in your next session. Your supervisor's first comment is: "Boy those schizos really are interesting, aren't they!"

- a) How do you feel?
- b) What responses do you consider giving to this comment?
- c) How do you think you actually would respond to this comment?

**November 14:** Corey Chapter 10 – Issues in Theory and Practice

**Reflection question:** After reading the section on assessment and diagnosis (p. 377-386), discuss 1 or 2 of the bulleted question on p. 386-387 in the section Clarifying Your Position.

**Alternative:** Answer question #3 on p. 399 in the Corey, Corey, Corey, and Callanan book.

**\*\* Essays 4-5 due Friday, November 18 by 5 p.m.**

**Nov 21:** **Thanksgiving Break!**

**November 28:** Corey Chapter 4 – Multicultural Perspectives & Diversity Issues

**Reflection question:** How can counselors become more familiar with the worldviews that different cultures reinforce, other than by reading?

**Alternative:** Select 2 or 3 cultures or races different from your own. What attitudes and beliefs about these cultures did you hold while growing up? How have your attitudes changed, if at all, and what contributed to the changes?

**Alternative from Pope and Vasquez:** You are conducting an intake examination at an HMO. The client's first words to you are, "I'm having some problems with my sexual identity but I think I can only work with someone who understands where I'm coming from, who has faced these same issues, and who knows what it's like. What's your sexual orientation?"

- a) How do you feel?
- b) What goals would you have in mind in responding to the client?
- c) Under what conditions, if any, would you disclose your sexual identity to the client?

**December 5:** Corey Chapter 13 – Community and Social Justice Perspectives

**\*\* Essay 6 due Friday, December 9 by 5 p.m.**

**Self-Evaluation Paper due Friday, December 9 by 5 p.m.**

**December 14:** Final Exam, Comprehensive of Bok, and Corey, Corey, Corey, & Callanan