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| The Center for Religion and Psychotherapy of Chicago Education Program in Self Psychology and Religion 30 N. Michigan Ave., Ste. 1920, Chicago IL 60602 | |
| Course Number and Title | PE900: Professional, Ethical, and Legal Issues in Counseling: Pastoral Psychotherapy in Practice |
| Meeting Time | Autumn, Winter, and Spring, 2021-2022 9:00am – 10:30am |
| Instructor | Devan M. Hite, PhD (ABD), LCPC |
| Total in-class hours | 45 |

Course Description: This course covers professional, legal, and ethical issues, following the American Counseling Association “Code of Ethics,” especially as it relates to Illinois state law. Issues surrounding the counseling relationship, informed consent, professional boundaries, confidentiality, civil liability, HIPAA, duties to report, documentation, social media, etc. will be addressed, as well as issues regarding setting up a thriving practice, working with the Church and other religious or non-profit organizations, documentation procedures, and so on. This course encourages students to reflect on the complexities of these principles, as they resonate with issues from within the body of their clinical work, as well as to refine their respective, professional identities and self-concepts. (Offered in the B Year, 3 Credits)

Course Objectives: This course will make students familiar with:

- The legal aspects of counseling situations involving clients in crisis, including confidentiality, progress and process notes, the duty to report, informed consent, etc., as named above;
- Ethical guidelines regarding professional behavior with clients during and after the treatment process;
- Professional identity and relationships with other professionals;
- Licensure, liability, and requirements of HIPAA legislation;
- The implications and applications of these topics to students’ actual clinical work, as seen in popular culture.

Required Texts: I will provide you with PDFs of the readings for the autumn quarter (and most for both remaining ones). For the winter and spring quarters, you will need to purchase the following texts:

- Herlihy, B., Corey, G. (2015). *ACA ethical standards casebook*, 7th ed. Published by the American Counseling Association.
- Wheeler, A.M., Bertram, B. (2019). *The counselor and the law: A guide to legal and ethical practice*, 8th ed. Published by the American Counseling Association
- I *highly recommend* that you also purchase this text to help you prepare for the exam:
 - Corey, G., Corey, M.S., Corey, C. (2019). *Issues and ethics in the helping professions*, 10th ed. Boston, MA: Cengage Learning.

Course Requirements & the Course Grading Scale: Your grade for this course will be assessed via three primary areas: (a) a midterm paper at the end of the autumn quarter (45% of your final grade), (b) an ethics exam that closely resembles the ethics portion of the NCE exam that you’ll be required to take to become a professional counselor (15%), and (c) your overall attendance and participation in classes (40%). *See below.

Course Plan: For the autumn quarter, we’ll be discussing, contemplating, and fine-tuning the language you need to best define your professional identity as a clinician, both for yourself and those under your care. We’ll be looking mainly at fundamental therapeutic attitudes and values. Topics for the autumn quarter will complement some of the material you will have been studying in case conferencing and counseling techniques. For the winter quarter, we will examine the standards of ethics, according to the ACA. In the spring, we will focus on common issues with the law that appear in our profession.

Grading Scales:

Master's Level Students:

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| A | 95-100% |
| A- | 92-94% |
| B+ | 88-91% |
| B | 86-87% |
| B- | 83-85% |
| C+ | 80-82% |
| C | 75-79% |
| F | 0-74% |

Doctoral Level Students:

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|----|---------|
| A | 95-100% |
| A- | 92-94% |
| B+ | 88-91% |
| B | 86-87% |
| B- | 80-85% |
| F | 0-79% |

***Re: Participation:** “Participation” in class can be a nebulous concept, especially for grading purposes. To avoid confusion, your participation grade will be determined, in large part, by the successful completion of “surveys” dealing with the content of your readings. On Sunday mornings, you’ll receive a link via email that you will need use access the survey for the following Friday’s readings. It’s due on those Fridays before class starts (i.e., before 9am). This grade will also be determined by the quality of your participation in class discussion.

Re: Late Submission of Assignments: The assignments for this class are not tricky, but they do require thoughtful consideration. I have indicated that for class on 10/22, you’ll need to prepare a reflection (see below). I have also noted that you’ll need to complete a midterm paper that’s due shortly after the New Year. Furthermore, you will need to complete a short “survey” before each Friday (not including class on 10/22). For each of these assignments, late submissions of your work will count against you. There is *no* option to submit “surveys” after class begins (i.e., after 9am for each respective class). If your midterm paper is late, you will lose 10% of your grade for each day it is not submitted following its deadline. I won’t provide any exception to this standard, unless you are in a personal emergency or crisis (death in the family or illness). The ethics exam at the end of the winter quarter will take place in class. If you miss this class, you will not be able to take the exam, unless, again, there is a significant, justified, personal reason that you won’t be there. In such a case, you will need to speak with me directly about making arrangements to take it at a later time. *Note: Justified, personal excuses for missing an assignment need to be worked out with CRPC first, and then me* (that is, start the process by speaking with Dr. Grasse).

The Non-Discrimination Policy: The Center for Religion and Psychotherapy of Chicago does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, in any of its activities or operations, including those of its Education Program. We are committed to providing an inclusive and welcoming environment for all our students and faculty, as well as our clients.

Course Instructor Information:

- ❖ **Devan Hite, PhD (ABD), LCPC**
- ❖ **Preferred name:** Devan (i.e., feel free to call me “Devan” – pronounced “Deh-vihn” as in Kevin, not as in Devon).
- ❖ **Preferred method of contact:** dHITEpsychotherapy@gmail.com
- ❖ The best way to contact me, even in the case of an emergency, is through email. If you are unable to use email, feel free to call me at (773) 368-2173. If I don’t answer, please leave a voicemail indicating when you are free for me to call you back.
- ❖ **Office hours:** If you’d like to speak with me privately, feel free to request an appointment to do so via email.

| Your Professional Identity in Clinical Practice | | |
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| Autumn Quarter ▪ September 24, 2021 – December 3, 2021 | | |
| Class | Date | Topics & Readings |
| 1 | Sept 24 | Introduction to the course. |
| 2 | Oct 1 | Topic: The good therapist. Prepare by reading: <ul style="list-style-type: none"> ➤ Doherty, W.J. (1995). <i>Soul searching</i>, postscript (pp. 181-190). ➤ Kottler, J. (2017). <i>On being a therapist</i>, ch. 3 (pp. 43-68). |
| 3 | Oct 8 | Topic: The good therapist (<i>con't</i>). Prepare by reading: <ul style="list-style-type: none"> ➤ Kottler, J.A. (et al.) (2014). <i>On being a master therapist</i>, ch. 1 (pp. 11-44). |
| 4 | Oct 15 | Topic: Boredom & burnout. Prepare by reading: <ul style="list-style-type: none"> ➤ Kottler, J. (2017). <i>On being a therapist</i>, ch. 8 (pp. 169-208). |
| 5 | Oct 22 | This class will be held “asynchronously.” You’ll need to watch a short film, read a few chapters, and complete a 4-5 page free-write/reflection re: what you’ve watched and read (include both). Use 12-pt. font, Times New Roman, 1” margins all-around, and submit your reflection by the end of the day (i.e., by 11:59pm on 10/22) via email. <ul style="list-style-type: none"> ➤ Watch <i>Psychotherapy: How it works</i> (7-minute video) on YouTube by School of Life. Here is the link to access it: https://www.youtube.com/watch?v=g-i6QMvIAA0 ➤ Wachtel, P.L. <i>Therapeutic communication</i>, chs. 1-2 (pp. 3-66). |
| 6 | Oct 29 | Topic: Thinking about professional identity. Prepare by reading: <ul style="list-style-type: none"> ➤ Symington, N. (2002). <i>The making of a psychotherapist</i>, chs. 1-4 (pp. 3-49). |
| 7 | Nov 5 | Topic: Understanding the significance of transferences & countertransferences in the clinical setting. Prepare by reading: <ul style="list-style-type: none"> ➤ Brown, L.J. (2019). <i>Transformational processes in clinical psychoanalysis</i>, chs. 1-2 (pp. 1-38). |
| 8 | Nov 12 | Topic: Understanding the significance of transferences & countertransferences in the clinical setting (<i>con't</i>). Prepare by reading: <ul style="list-style-type: none"> ➤ Winnicott, D.W. (1949). Hate in the countertransference. <i>International Journal of Psycho-Analysis</i>, 30(2), 69-74. ➤ Luepnitz, D.A. (2002). Making room in love for hate. In <i>Schopenhauer’s porcupine: Intimacy and its dilemmas</i> (pp. 1-19). |
| 9 | Nov 19 | Topic: Understanding the significance of transferences & countertransferences in the clinical setting (<i>con't</i>). Prepare by reading: <ul style="list-style-type: none"> ➤ Bollas, C. (1987). <i>The shadow of the object: Psychoanalysis of the unthought known</i> (pp. 200-235). |
| 10 | Dec 3 | This class will be held “asynchronously.” Topic: Thinking about professional identity (<i>revisited</i>). Prepare by reading: <ul style="list-style-type: none"> ➤ Symington, N. (2002). <i>The making of a psychotherapist</i>, chs. 5-7 (pp. 51-98). ➤ Submit write-up under the same prompt for 10/22. |
| Midterm Assignment | | For your midterm assignment, you will need to write a personal (self-analytic) essay that’s between 2,700-3,000 words or 11-12 pages (that’s with Times New Roman font, 1” margins all-around, and double-spaced). Format in APA styling. (See example provided.) Essay prompt: We have been discussing professional identity issues throughout the quarter. Now, I want you to apply these concepts to your own vision of your clinical work. Pick <i>up to</i> three therapeutic attitudes that we have discussed in class (e.g., empathy, self-esteem, creativity, etc.). I want you to do two things (not necessarily in this order). First, explore <i>why</i> you value these attitudes and <i>how</i> they help inform (or, how you imagine they will help inform) your clinical work. Be creative. Use examples from your clinical or pastoral work. Don’t feel bound to formalities. Just think on paper, using sound logic and providing useful support for your ideas. Then, I want you dig deep and answer the following question: What makes maintaining these attitudes and values hard for you in the clinical setting? Think about impediments and anxieties that you feel interfere with your ability to be free, curious, imaginative, courageous, empathic, etc. (again, any of the attitudes or values we’ve discussed). I will be grading your paper based upon its authenticity and how well you are able to contextualize what you are writing about. |
| Due <i>before</i> Sunday, 01/02/2022 at 11:59pm. Send PDF copies of your paper to my email address to arrive in my inbox by midnight. | | |

Winter Break: December 4, 2021 – January 13, 2022

| On the Issue of Ethics in Counseling & Psychotherapy Winter Quarter ▪ January 14, 2022 – March 18, 2022 | | |
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| Class | Date | Topics & Readings |
| 1 | Jan 14 | Topic: A brief introduction to the ethics of our profession. Prepare by: <ul style="list-style-type: none"> ➤ Reading Herlihy & Corey, 2015, pp. 1-32; completing the inventory of your attitudes and beliefs about ethical issues (pp. 25-32 of Herlihy et al.) ➤ Reading the <i>ACA Code of Ethics</i> (PDF – see the Google Drive). <ul style="list-style-type: none"> ○ Optional (recommended) reading: Corey, Corey, and Corey, 2010, pp. 1-65 |
| 2 | Jan 21 | Topic: Professional values in clinical practice. Prepare by: <ul style="list-style-type: none"> ➤ Reviewing the ACA Ethical Code A.4.b. and A.11.b. from Herlihy et al., pp. 43-44, 53 ➤ Reading Herlihy et al., pp. 193-204 ➤ Read Corey et al., pp. 67-101 (PDF available via Google Drive). |
| 3 | Jan 28 | Topic: Multicultural perspectives and diversity issues. Note: The ACA ethics code contemplates issues re: multiculturalism and diversity in the clinical setting all throughout the text of the code itself. Therefore, we'll discuss them as a whole for class. Prepare by: <ul style="list-style-type: none"> ➤ Reviewing the ACA Ethical Codes A.1.d., A.2.c., A.10.f., B.1.a., C.2.a., C.5., E.5.b., E.5.c., E.8., F.2.b., F.7.c., F.11. from Herlihy et al., pp. 39-40, 41-42, 52-53, 55-56, 68, 74, 86-87, 89, 96, 104, 113-114 ➤ Reading Herlihy et al., pp. 155-168 <ul style="list-style-type: none"> ○ Optional (recommended) reading: Corey et al., pp. 105-145 |
| 4 | Feb 4 | Topic: A patient's rights and informed consent. Prepare by: <ul style="list-style-type: none"> ➤ Reviewing the ACA Ethical Codes A.2-A.3 (full) from Herlihy et al., pp. 40-43 ➤ Reading Herlihy et al., pp. 143-153 ➤ Reading Wheeler and Bertram, 2019, pp. 45-50 <ul style="list-style-type: none"> ○ Optional (recommended) reading: Corey et al., pp. 148-202 |
| 5 | Feb 11 | Topic: On the issue of confidentiality. Prepare by: <ul style="list-style-type: none"> ➤ Reviewing Section B of the ACA Code of Ethics from Herlihy et al., pp. 55-66 ➤ Reading Herlihy et al., pp. 169-182 ➤ Wheeler et al., pp. 103-132 <ul style="list-style-type: none"> ○ Optional (recommended) reading: Corey et al., pp. 204-253 |
| 6 | Feb 18 | Topic: On the issue of confidentiality (<i>con't</i>): Whom do you serve? Prepare by reading: <ul style="list-style-type: none"> ➤ Bollas, C., & Sundelson, D. (1995). <i>The new informants: The betrayal of confidentiality in psychoanalysis and psychotherapy</i>. Northvale, NJ: Jason Arson, Inc., Chapter 4: Creating Informants, pp. 109-152 (PDF – see the Google Drive). |
| 7 | Feb 25 | Topic: Professional competence and training. Prepare by: <ul style="list-style-type: none"> ➤ Reviewing Section C of the ACA Code of Ethics from Herlihy et al., pp. 67-78 ➤ Reading Herlihy et al., pp. 183-192 <ul style="list-style-type: none"> ○ Optional (recommended) reading: Corey et al., pp. 301-331 |
| 8 | Mar 4 | Topic: Ethics in working with couples and families. Prepare by: <ul style="list-style-type: none"> ➤ Reading Corey et al., pp. 395-420 (PDF) |
| 9 | Mar 11 | Topic: Ethics in group work. Prepare by: <ul style="list-style-type: none"> ➤ Reading Corey et al., pp. 422-450 (PDF) |
| 10 | Mar 18 | Topic: Managing boundaries and multiple relationships. Prepare by: <ul style="list-style-type: none"> ➤ Reviewing sections A.6. and A.7 from Herlihy et al., pp. 46-49 ➤ Reading Herlihy et al., pp. 215-229 ➤ Wheeler et al., pp. 211-232 <ul style="list-style-type: none"> ○ Optional (recommended) reading: Corey et al., pp. 254-298 |

Spring Break: March 20, 2022 – March 31, 2022

| On the Issue of the Law in Counseling & Psychotherapy | | |
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| Spring Quarter ▪ April 1, 2022 – June 3, 2022 | | |
| Class | Date | Topics & Readings |
| 1 | Apr 1 | Ethics Exam (in-class) |
| 2 | Apr 8 | Topic: Duties to report, warn, and/or protect. Prepare by: ➤ Reading Wheeler & Bertram, pp. 133-152 |
| 3 | Apr 15 | **No Classes: Good Friday/Passover** |
| 4 | Apr 22 | Topic: Civil malpractice liability, licensure board complaints, and criminal actions. Prepare by: ➤ Reading Wheeler et al., pp. 61-102 ➤ Viewing episodes 1-3 of the documentary <i>The Trials of Gabriel Fernandez</i> on Netflix (3 hours total). |
| 5 | Apr 29 | Topic: Civil malpractice liability, licensure board complaints, and criminal actions (<i>con't</i>). Prepare by: ➤ Viewing episodes 4-6 of the documentary <i>The Trials of Gabriel Fernandez</i> on Netflix (3 hours total). |
| 6 | May 6 | Topic: Suicide and threats of harm to self. Prepare by: ➤ Reading Wheeler et al., pp. 191-209 |
| 7 | May 13 | Topic: Suicide and threats of harm to self. Preparation TBD. |
| 8 | May 20 | Topic: Records and documentation. Prepare by: ➤ Wheeler et al., pp. 153-170 |
| 9 | May 27 | Topic: Managing your clinical practice (<i>con't</i>). Prepare by: ➤ Reading chapters 1, 2, and 10 from <i>Saying Goodbye to Managed Care: Building Your Independent Psychotherapy Practice</i> (PDF), pp. 3-8, 9-18, 76-84. |
| 10 | June 3 | Topic: Managing your clinical practice: bad calls. To prepare: Each of you will need to find a source in the media (e.g., it can be a film, website, a professional social media platform, etc.) that portrays or demonstrates the violation of any of the topics we've discussed this year. You'll need to write up a 2-3 page summary of what you found, why you consider it a violation, and what should have been done or needs to be rectified. We'll spend the class discussing what you found. |

Other Books: We will be reading from most of the following books this year. However, I highly recommend you purchase them for your own library:

- Bollas, C., & Sundelson, D. (1995). *The new informants: Betrayal of confidentiality in psychoanalysis and psychotherapy*. London, UK: Karnac Books.
- Brown, L.J. (2019). *Transformational processes in clinical psychoanalysis: Dreaming, emotions, and the present moment*. New York, NY: Routledge.
- Casement, P. (1985). *Learning from the patient*. New York, NY: Guilford Press.
- Hall, J.S. (1998). *Deepening the treatment*. Lanham, MD: Jason Aronson.
- Hedges, L.E. (1995, 2003). *Listening perspectives in psychotherapy*. London, UK: Jason Aronson.
- Johnson, R.A. (1991). *Owning your own shadow: Understanding the dark side of the psyche*. New York, NY: HarperOne.
- Meltzer, D. (1973, 2008). *Sexual states of mind*. London, UK: The Harris Meltzer Trust.
- McWilliams, N. (2011). *Psychoanalytic diagnosis*, 2nd edition. New York, NY: Guilford Press.
- Reik, T. (1948). *Listening with the third ear*. New York, NY: Noonday Press.
- Symington, N. (1996). *The making of a psychotherapist*. London, UK: Karnac Press.
- Symington, N. (2018). *A pattern of madness*. London, UK: Karnac Press.