

Subject Description Form

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| Subject Code | APSS5777 | | | |
| Subject Title | Professional Identity and Ethics | | | |
| Credit Value | 3 | | | |
| Level | 5 | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | |
| Assessment Methods | 100% | Continuous Assessment | Individual Assessment | Group Assessment |
| | | 1. Class Attendance and Participation | 10% | 0% |
| | | 2. Case Study Reports | 50% | 0% |
| | | 3. Group Presentations | 0% | 40% |
| | | <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; • Student must pass all component(s) if he/she is to pass the subject. | | |
| Objectives | <p>This course will carefully examine the AAMFT code of ethics and related professional standards. The focus of the study will be on the application of these ethical standards in clinical decision-making and treatment formation in relation to marriage and family therapy in the unique situations in Hong Kong.</p> <ol style="list-style-type: none"> 1. To heighten students' awareness of the ethical dimension in marriage and family therapy; 2. To facilitate students' sensitivity to ethical dilemma on the helping professions; 3. To develop flexibility to work with professionals of multidisciplinary team in contexts where services for families are delivered; 4. To critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm value stance for effective helping. | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. articulate critically the major ethical approaches in ethics; b. exercise ethical judgment on resolving dilemmas inherited in the decision-making processes in social policy making and human service provision; c. appreciate the significance of ethics in professional practice, possess a working | | | |

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| | <p>knowledge of ethical behaviour, and able to implement ethical values into practice;</p> <p>d. formulate a coherent personal perspective in managing the interface between therapist responsibility and the professional, social, and political context of treatment, with special focus in Hong Kong.</p> |
| <p>Subject Synopsis/ Indicative Syllabus</p> | <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> • The Ethical Foundation of Theory and Practice in the Helping Profession • Two major ethical orientations: the deontological and the Teleological approach in ethics, and their influences on social policy and human service liberalism: the quest for self-determination 2. The Therapist’s Vocation: Career or Profession <ul style="list-style-type: none"> • The identity of professions • Importance of professional ethics • Self-assessment 3. The Therapist as a Person and as a Professional <ul style="list-style-type: none"> • Self-awareness and the influence of the therapist’s personality and needs • Dealing with transference and countertransference • Stress in the psychotherapy profession 4. Value and the Helping Relationship <ul style="list-style-type: none"> • Clarifying your values and their roles in your work • The ethics of imposing your values on clients • Difference in life experiences and philosophies 5. Dual Relationships in MFT 6. Clinical Decision-making <ul style="list-style-type: none"> • Diagnosis relating to value judgments • Formulating treatment goals • Choosing therapeutic approaches and techniques 7. AAMFT ethical standards 8. Right and Confidentiality <ul style="list-style-type: none"> • Principle of confidentiality • Application in marital and family therapy • Privilege and Treatment of Minors • Informed consent • Responsibility and Liabilities • Threats of suicide • Threats of violence 9. Ethical Concerns Multicultural Counselling <ul style="list-style-type: none"> • Culture, worldview, and identity • Perspective, values, and counseling |

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| | <p>10. Handling Abuse Cases</p> <ul style="list-style-type: none"> • Decision making regarding abuses • Child Abuse Reporting • Dependent Adult & Elder Abuse Reporting <p>11. Hong Kong Laws Regarding Marriage and Family</p> <ul style="list-style-type: none"> • Marriage • Separation • Divorce • Spousal Support • Child Custody <p>12. Legal consideration</p> <ul style="list-style-type: none"> • Subpoenas and court witnessing • Involuntary Confinement <p>13. Issues in M.F.T. Practice</p> <ul style="list-style-type: none"> • Scope of Practice • Professional Competence and Training • Supervision and consultation • Unprofessional Conduct • Social interaction with clients • Sex with clients <p>14. Issues in Practice and Research</p> <ul style="list-style-type: none"> • The Use of Tests in Psychotherapy • The Use of Techniques in Psychotherapy • Ethical Issues in Psychotherapeutic Research <p>15. Concluding Remarks</p> <ul style="list-style-type: none"> • Some Further Thoughts on the Bearing of Modern Social Context and Ethics on the Helping Profession / Post-modern Society and Emerging Ethical Dilemmas in Policy Making and Social Development |
| <p>Teaching/Learning Methodology</p> | <p>Lectures with MFT cases are used to facilitate students’ learning of the subject. In the lectures, the instructors introduce students to the major concepts and arguments related with relevant topics. The instructors demonstrate how those concepts and arguments are related with the ethical issues they come across in their professional practices. MFT cases with clinical and ethical dilemma are used to cultivate students’ sensitivity to ethical issues in therapy. Students are encouraged to raise those ethical issues for discussion in class. Students are expected to pay their effort to organize presentations and small group discussions in seminars on assigned topics. It is hoped that they can draw insights from the arguments they have come across in the lectures on ethics and morality to illuminate reflections on their professional practices.</p> |

| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | |
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| | 1. Class Attendance and Participation | 10% | √ | √ | √ | √ |
| | 2. Case Study Report | 50% | √ | √ | √ | √ |
| | 3. Group Presentation | 40% | √ | √ | √ | √ |
| | Total | 100 % | | | | |

Explanation of the appropriateness of the assessment methods in assessing the learning outcomes:

Case study reports and multiple-choice quiz will allow students to integrate major concepts, theory and methods they gain in the subject to demonstrate their knowledge and competence in the field of study, indicate the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment, and handling complex ethical issues.

1. Class Attendance and Participation (10%)
Students are expected to attend at least 11 out of 13 lectures and seminars and to engage actively in classroom learning activities.
2. Case Study Report (50%)
Students will submit a brief case study report of approximately 8 double-spaced pages, not more than 2,000 words for a family therapy case. It is expected students must identify all the ethical principles that the therapist or professional had violated in the case. They also give suggestions as to how they would handle these situations if you were the therapist. The emphasis will be on students' awareness of the ethical dilemmas in these cases and their ability to apply ethical principles in formulating the treatment goals of these cases.
2. Group Presentation (40%)
A group of five or six students will present a topic relating to an ethical dilemma in handling some specific populations during the helping process. Through the group work, students will be more familiar with ethical concepts in clinical application.
3. Reading
Students must finish reading the AAMFT Code of Ethics and the textbook Ethical, Legal and Professional Issues in the Practice of Marriage and Family Therapy by the end of the semester.

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| Student Study Effort Required | Class contact: | |
| | • Lecture | 39 Hrs. |
| | Other student study effort: | |
| | • Self-study (3 hrs x13 weeks) | 39 Hrs. |
| | • Preparation for case study reports | 20 Hrs. |
| | • Preparation for short quiz | 10 Hrs. |
| | Total student study effort | 108 Hrs. |
| Reading List and References | <u>Essential</u> | |
| | <p><i>The AAMFT Code of Ethics:</i> http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx</p> <p><i>Wilcoxon, S. A., Remley, T. P., Jr., Gladding, S. T., & Huber, C. H. (2013). Ethical, legal and professional issues in the practice of marriage and family therapy (5th ed.). Upper Saddle River, NJ: Pearson Education</i></p> | |
| | <u>Supplementary</u> | |
| | <p>Brincat, C. A., & Victoria S.W. (2000). <i>Morality of the Professional Life: Values at Work</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Bush, S. S. (2007). <i>Ethical decision making in clinical neuropsychology</i>. Oxford, UK: Oxford University Press.</p> <p>Corey, G., Corey, M. S., & Callanan, P. (2011). <i>Issues and ethics in the helping professions</i> (8th ed.). Belmont, CA: Brooks/Cole.</p> <p>Goldenberg, H., & Goldenberg, I. (2013). <i>Professional issues and ethical practices</i>. In H. Goldenberg & I. Goldenberg (Eds.), <i>Family therapy: An overview</i> (8th ed., pp. 142-164). Belmont, CA: Brooks/Cole.</p> <p>Jones, C., Shillito-Clarke, C., Syme, G., Hill, D., Casemore, R., & Murdin, L. (2000). <i>Questions of ethics in counselling and therapy</i>. Philadelphia, PA: Open University Press.</p> <p>Knapp, S., & Vandecreek, L. D. (2012). <i>Practical ethics for psychologists: A positive approach</i> (2nd ed.). Washington, DC: American Psychological Association.</p> <p>Koocher, G. P., & Keith-Spiegel, P. (2008). <i>Ethics in psychology and the mental health professions: Standards and cases</i>. New York, NY: Oxford University Press.</p> <p>Skene, L., & Thompson, J. (Eds.). (2008). <i>The sorting society: The ethics of genetic screening and therapy</i>. Cambridge, UK: Cambridge University Press.</p> <p>Sperry, L. (2007). <i>The ethical and professional practice of counseling and psychotherapy</i>. Boston, MA: Pearson/Allyn and Bacon.</p> <p>Tong, R., & Boylan, M. (2007). <i>New perspectives in health care ethics: An interdisciplinary and crosscultural approach</i>. Upper Saddle River, NJ: Pearson.</p> <p>Zoja, L. (2007). <i>Ethics & analysis: Philosophical perspectives and their application in therapy</i>. College Station, TX: Texas A & M University Press.</p> <p>Zur, O. (2007). <i>Boundaries in psychotherapy: Ethical and clinical explorations</i>. Washington, DC: American Psychological Association.</p> <p>楊中芳。(2001)。《如何研究中國人：心理學研究本土文化論文集》。台北：遠流出版事業股份有限公司。</p> | |

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| | 楊國樞。(2004)。《中國人的心理與行為：本土化研究》。北京：中國人民大學出版社。 |
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