

## Subject Description Form

<b>Subject Code</b>	APSS5777														
<b>Subject Title</b>	Professional Identity and Ethics														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Case study analysis</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Paper</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Class Participation and Presentation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Case study analysis	30%	0%	2. Paper	35%	0%	2. Class Participation and Presentation	10%	25%
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<b>Objectives</b>	<p>This course will carefully examine the AAMFT <i>Code of Ethics</i> 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"> <li>1. To heighten students' awareness of the ethical dimension in marriage and family therapy;</li> <li>2. To facilitate students' sensitivity to ethical dilemmas in the helping professions;</li> <li>3. To develop flexibility to work with professionals on multidisciplinary teams in contexts where services for families are delivered;</li> <li>4. To critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm a value stance for effective helping.</li> </ol>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. articulate critically the major ethical approaches ;</li> <li>b. exercise ethical judgment on resolving dilemmas inherited in the decision-making processes in social policy making and human service provision;</li> <li>c. appreciate the significance of ethics in professional practice, possess a working knowledge of ethical behaviour, and be able to implement ethical values into practice;</li> <li>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.</li> </ol>														

**Subject Synopsis/  
Indicative Syllabus**

1. Introduction
  - The ethical foundation of theory and practice in the helping professions
  - Two major ethical orientations (the deontological and the teleological) and their influences on social policy and human service liberalism—the quest for self-determination
2. AAMFT ethical standards  
[http://www.aamft.org/imis15/content/legal\\_ethics/code\\_of\\_ethics.aspx](http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx)
3. The Therapist's Vocation: Career or Profession
  - The identity of professions
  - Importance of professional ethics
  - Self-assessment
4. The Therapist as a Person and as a Professional
  - Self-awareness and the influence of the therapist's personality and needs
  - Dealing with transference and countertransference
  - Stress in the psychotherapy profession
5. Value and the Helping Relationship
  - Clarifying your values and how they impact your work
  - Consequences of imposing your values on clients
  - Differences in life experiences and philosophies
6. Clinical Decision-making
  - Diagnosis relating to value judgments
  - Formulating treatment goals
  - Choosing therapeutic approaches and techniques
7. Right and Confidentiality
  - Principle of confidentiality
  - Applications to marital and family therapy  
***Journal of Family Therapy* (2011) 33: 199–214.  
doi: 10.1111/j.1467-6427.2010.00514.x**
  - Privilege and treatment of minors
  - Informed consent
  - Responsibility and liabilities
  - Threats of suicide
  - Threats of violence
8. Ethical Concerns Multicultural Counseling
  - Culture, worldview, and identity
  - Perspective, values, and counseling
9. Handling Abuse Cases
  - Decision-making regarding abuse
  - Child abuse reporting
  - Dependent adult & elder abuse reporting
10. Hong Kong Laws Regarding Marriage and Family
  - Marriage
  - Separation
  - Divorce
  - Spousal support
  - Child custody

	<p>11. Issues in M.F.T. Practice</p> <ul style="list-style-type: none"> <li>• Scope of practice</li> <li>• Professional competence and training</li> <li>• Supervision and consultation</li> <li>• Unprofessional conduct</li> <li>• Social interaction with clients</li> <li>• Sex with clients</li> </ul> <p>12. Issues in Practice and Research</p> <ul style="list-style-type: none"> <li>• Use of tests in psychotherapy</li> <li>• Use of techniques in psychotherapy</li> <li>• Ethical issues in psychotherapeutic research</li> </ul> <p>13. Concluding Remarks</p> <ul style="list-style-type: none"> <li>• Further thoughts on the modern social context and ethics in the helping professions as compared to postmodern views of same.</li> <li>• Emerging ethical dilemmas in policy-making and social development.</li> </ul>																																		
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures with MFT cases are used to facilitate students' learning. 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 to the ethical issues in their professional practices. MFT cases with clinical and ethical dilemmas are used to cultivate students' sensitivity to ethical issues in therapy. Students are encouraged to raise ethical issues for discussion in class. Students are expected to participate in small group discussions in seminars on assigned topics. It is hoped that students can draw insights from the arguments presented and discussed so as to illuminate reflections on their professional practices.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="437 1151 1517 1624"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Case study analysis</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Paper</td> <td>35%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Class Participation and Presentation</td> <td>35%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total:</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the learning outcomes:</p> <p>Case study reports and short papers will allow students to integrate major concepts, theory, and methods 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.</p> <p>1. Paper (35%)  Students will write a library research paper on an aspect of the AAMFT <i>Code of Ethics</i> of the students' choosing. The emphasis will be on the students' understanding of the topic and ability to apply ethical principles to Chinese families in Hong Kong. (1500 words)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Case study analysis	30%	√	√	√	√	2. Paper	35%	√	√	√	√	3. Class Participation and Presentation	35%	√	√	√	√	Total:	100%				
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	<p>2. Case Study Analysis (30%) Students will select a case or situation from their own experience or practice that has ethical issues. Explain the ethical issues and choices that were involved, how the situation was actually handled, and critically reflect on the ethical choices made taking into consideration the material discussed in this course. The emphasis will be on students' awareness of the ethical dilemmas in these cases and her/his ability to apply ethical principles in conceptualizing the situation and planning how to move forward. (2000 words)</p> <p>Students should use APA format (6th ed.) in their paper writing.</p> <p>3. Class participation and presentation (35%) Students work in groups for presentations on assigned topics during seminar classes. Attendance requirement (11 out of 13 sessions)</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Self-study (3 hrs x13 weeks)	39 Hrs.
	▪ Preparation for Papers	30 Hrs.
	Total student study effort	108 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>The AAMFT <i>Code of Ethics</i>: <a href="http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx">http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx</a></p> <p>Wilcoxon, S. A., Remley, T. P., Jr., Gladding, S. T., &amp; Huber, C. H. (2013). <i>Ethical, legal and professional issues in the practice of marriage and family therapy</i> (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.</p> <p><b><u>Supplementary</u></b></p> <p>Benner, P., &amp; Wrubel, J. (1989). <i>The primacy of caring: Stress and coping in health and illness</i>. Upper Saddle River, NJ: Prentice-Hall.</p> <p>Brincat, C. A., &amp; 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., &amp; Callanan, P. (2011). <i>Issues and ethics in the helping professions</i> (8<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.</p> <p>Gans, S., &amp; Redler, L. (2001). <i>Just listening: Ethics and therapy</i>. Bloomington, IN: Xlibris (self-publishing company).</p> <p>Goldenberg, H., &amp; Goldenberg, I. (2013). <i>Professional issues and ethical practices</i>. In H. Goldenberg &amp; I. Goldenberg (Eds.), <i>Family therapy: An overview</i> (8<sup>th</sup> ed., pp. 142-164). Belmont, CA: Brooks/Cole.</p> <p>Gordon, P. (1999). <i>Face to face: Therapy as ethics</i>. London, UK: Constable.</p> <p>Jones, C., Shillito-Clarke, C., Syme, G., Hill, D., Casemore, R., &amp; Murdin, L. (2000). <i>Questions of ethics in counselling and therapy</i>. Philadelphia, PA: Open University Press.</p> <p>Knapp, S., &amp; Vandecreek, L. D. (2012). <i>Practical ethics for psychologists: A positive approach</i> (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.</p>	

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|  | <p>Koocher, G. P., &amp; 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., &amp; 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., &amp; 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 &amp; analysis: Philosophical perspectives and their application in therapy</i>. College Station, TX: Texas A &amp; M University Press.</p> <p>Zur, O. (2007). <i>Boundaries in psychotherapy: Ethical and clinical explorations</i>. Washington, DC: American Psychological Association.</p> |
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