Introduction:

This course is designed to prepare mental health professionals to think in an ethical and moral manner in all of their professional activities. A contemporary frame of reference will be presented for the relevance of ethics and law to the practice of counseling. The course will explore the various legal and ethical frameworks supporting the work of both school and mental health counselors. Students will learn the major ethical guidelines of the American Counseling Association (ACA) and the American School Counseling Association (ASCA). In addition, issues in mental health practice will be reviewed with a particular emphasis on the complex relationship among legal, moral and ethical principles.

Course Objectives:
Upon completion of this course, students will be equipped with the following skills and knowledge:

1. An understanding of the professional identity of counselors and the philosophy underlying the counseling profession including issues surrounding licensure and certification.
2. An internalized ethical decision making system that is based on the best practices in the field.
3. Knowledge of the ethical principles of ACA and ASCA
4. A clear understanding of confidentiality and privileged communication and the exceptions to both
5. An internalized awareness of the critical importance of client’s rights and counselor responsibilities, boundary violations and duty to warn principles along with the skills to implement these values.
6. A clear understanding of the need to practice within the limitations of one’s training and knowledge.
7. Knowledge of multicultural counseling competencies and ethical issues related to social and cultural issues.

Required Text:


Suggested Reading:

**Instructional Modes:**

- **TRADITIONAL EXPERIENCES:** Lecture/discussion: outside readings; papers; projects; learning groups.
- **CLINICAL EXPERIENCE:** Simulations and role-plays: case studies; small group presentation
- **FIELD EXPERIENCE:** All students are required to visit a counseling or therapeutic center for observations and interviews with practitioners.

**Late Assignments:**
Late assignments will be accepted only with prior approval of instructor. Late papers will only be accepted one week from original due date and will be dropped one letter grade.

**Absence Policy:**
Students should plan to attend all classes and are responsible for all assignments/course content given during their absence. Students are therefore encouraged to find study partners in the class who can apprise them of material missed. Students who miss more than two classes without prior arrangements with the instructor will be dropped one grade level.

**Incomplete Grades:**
Incomplete grades will only be given in case of emergency when at least 75% of the work has been completed with a passing grade. Incomplete grades will be given at the instructor’s discretion.

**Student With Disabilities:**
Those students with disabilities should report the need for any special accommodations to the instructor immediately. Students should also contact the Office of Disability Support Services.

**Evaluation**

1. **In class work, participation & attendance** 15%

2. **Research Critique**-- two (2) studies on research findings. presented in class on one critique. Make copies available for all class members 20%
   You will present your critique informally to the class (approximately 10 minutes)
   **Due: 2/28**

3. **Field Experience Summary:** One page summary of your field experience visit to a clinical setting. 15%
   You will informally discuss your field experience with the class
   **Due: 4/4**

4. **Executive Summary:** Complete one (1) issues project *(executive Summary)*
   **Group Project** including copies available for all class members 20%
   **Due: 4/25**
5. **FINAL EXAM**

The final will be an objective exam covering all assigned chapters. The exam will include multiple choice, true/false, and short answer questions.

5/2 30%

* see attachments for instructions on executive summaries, critiques and formal paper writing

**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
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<td>86 - 89</td>
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<td>82 - 85</td>
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<tr>
<td>65 - 69</td>
<td>C-</td>
</tr>
<tr>
<td>64</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**NOTE:** Plagiarism will result in a grade of “F”. Coping of journal article material word for word without proper citation as such is plagiarism. Coping or using the products of other students as if they were your own, also constitute plagiarism. Proper APA style citation is expected on all written material.

**Outline of Course Content** (we will monitor and adjust these as needed)

1/17  
Week 1  
Overview of Course  
Organize learning groups

1/24  
Week 2  
Professional Identity  
**Chapter 2 Remley & Herlihy**  
**Self Inventory** (Corey & Corey) **  
Lecture on Professional Identity: the Counselor as a Person and Professional (Remley & Herlihy)

- The wellness model
- A developmental Perspective
- Prevention & Early Intervention
- Empowerment of Clients
- Counseling Services
- Counselor Preparation Programs
- Credentialing

1/31  
Week 3  
Introduction to Ethics  
**Chapter 1 Remley & Herlihy**
Appendix A Remley & Herlihy

Chapter 16 Remley & Herlihy

Week 4

Self Inventory: Inventory of attitudes and Beliefs about Ethical & (Corey) **
Lecture on Morality, Ethics, Law, Professionalism, and Best Practice (Remley & Herlihy)
  - Principles & Virtues
  - Codes of Ethics
  - Ethical Decision Making Model

Legal Issues (Remley)
  - Recognizing Legal Issues
  - Obtaining Legal Advice
  - Exercising Professional Judgment

Week 5

Self Awareness (Corey)
  - Motivations for becoming a counselor
  - Personal Therapy for Counselors
  - Transference & Counter Transference
  - Small Group work on Case Studies
    - Required Therapeutic Group (Remley) **
    - Case of Shirley (Corey) **
    - Case of Marisa (Corey) **

2/21

NO CLASS

2/28

***Presentations of Research Critiques

Week 6

3/7

Multicultural Perspectives and Diversity Issues
Chapter 3 Remley & Herlihy

Appendix C, Remley & Herlihy
  - Self Inventory (Corey ps. 110) **
  - Self Awareness
    - Case of Marlene (Remley p. 53) **
  - Skills
  - Illegal Discrimination
  - Cultural issues in Crisis Counseling
  - Multicultural Counseling Competencies (Corey p.143) **
  - Activity (Corey p. 148) **

3/14

NO CLASS

3/21

Client Rights and Counselor Responsibilities
Chapter 4 Remley & Herlihy

  - Counselor Responsibilities
    - Client Dependency
    - Mandated Clients
    - Interruptions in Service
    - Abandonment
- Informed Consent
- Written Disclosure

- Client Rights as a Consumer (Remley p. 84) **

3/28

Confidentiality and Privileged Communication: Ethical and Legal Issues

Chapter 5 Remley & Herlihy

Self Inventory (Corey p. 206) **

- Confidentiality
- Privileged Communication
- Privacy
- Exceptions to Confidentiality and Privileged Communication
  - Tarrasoff & Complication (Prac. II materials)
- School Counselors & Confidentiality (Remley “School” p.179)
  - Parental Rights
  - School Policy
  - Age and informed consent
  - Mature Minor
  - Emancipated Minor
  - Family Education Rights & Privacy Act (FERPA) Remsley School p.172
  - Negligence in Academic Advising & Abortion Counseling: Courts Rulings (Remsley “School” p. 324)
  - Custody & Non-Custodial Parent Rights (Remsley “School” p. 299)

4/4

Standards of Practice & Standards of Care

Chapter 6 Remley & Herlihy

- Records
- Subpoenas
- Technology

Discussion of Field Experience (paper due)

4/11

Counseling Children and Vulnerable Adults

Chapter 9 Remley & Herlihy

Appendix I, Remley & Herlihy

- Mandated Reporting
- Child and Adult Protective Services

4/18

Family Education Rights and Privacy Act (FERPA)

Overview of Special Education, Inclusion Education Indivuals with Disabilities (ADA, Section 504, IDEA)

(Remley, Hermann., Huey)

4/25

Presentations of Group Projects (Executive Summary Due)

5/2

FINAL EXAM