

Syllabus

CPY 545-02: Legal, Professional, and Ethical Issues in Counseling

Rollins College Graduate Studies in Counseling
Summer Term 2009 (May 18 - July 27)
Wednesdays 6:45-9:15 PM
Cornell Social Sciences – Room 232

Instructor: Mark S. Freeman, Ph.D., LMHC, LMFC **Office Hours:** By appointment
Phone: (407) 620-8096 **FAX:** (407) 628-6350
E-mail: mfreeman@rollins.edu

Course Description:

CPY 545 Legal, Professional, and Ethical Issues in Counseling [3]

This course examines ethical and legal standards, their evolution, methods of change, and applications to various counseling professional activities. Professional counseling organizations, standards of preparation, certifications, licensure and the role identity and professional obligations of counselors are addressed. Prerequisite: CPY 525 or permission.

Course Objectives:

Upon successful completion of this course, a student will be able to do the following:

1. To become familiar with the applicable state laws and ethical codes and standards of practice from various relevant professional organizations (e.g. American Counseling Association, American Association for Marriage and Family Therapy, and American Mental Health Counselors Association) (CACREP II.K.1.h)
2. To apply legal and ethical guidelines to a variety of specific issues or scenarios (CACREP II.K.1.h)
3. To formulate a system or model of ethical decision-making, which incorporates an appreciation for individual values and respect for client integrity and well-being. (CACREP II.K.1.h;2.f)

Course Texts and Required Reading:

Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7th ed.). Belmont, CA: Thomson Brooks/Cole.

Course Structure:

The course is a survey of the ethical, legal and professional issues facing mental health practitioners. The main goal of the course is to stimulate students to think about major issues related to sound professional practice in the counseling profession and to challenge you to formulate your position on selected issues. Rather than providing answers to ethical dilemmas, the course is designed to help students formulate an ethical decision-making model that can be applied to issues, as they are encountered. It is expected that you will become familiar with the applicable state laws and ethical codes and standards of practice from the major mental health professions - and that you will develop an increased ability to apply these laws and ethical principles to a variety of specific problem situations that will be discussed in class.

The instructional format of the ethics course utilizes a combination of short lectures, discussion, role-plays, experiential activities, videotapes, and class presentations. It is taught in a seminar format. Be sure to complete the assigned reading before each class. Due to the shortened summer semester, students will be required to complete additional work outside of scheduled class meetings. Class discussions are an important part of CPY 545. You are encouraged to engage in class dialogue by sharing your own perspective. Your class participation will affect your grade. In other words, come to class fully prepared and ready to state your views and exchange ideas.

Required Assignments and Learning Experiences:

- 1. Class Attendance and Participation (60 points):** This class is based on a seminar format; therefore, class attendance is mandatory and participation is an important means by which you can demonstrate your grasp of the material. Only legitimate emergencies and illness are excused absences. If it is impossible to attend class, notify me as soon as possible. The final grade will be lowered one-half of a letter grade for each unarranged absence, and at least one letter grade for two or more absences. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. If you have a conflict with an exam date, speak with the instructor at least seven days prior to the exam.
- 2. Ethical Genogram (100 points) –** Requirements for this assignment will be reviewed during the first class.
- 3. Code of Ethics and/or Standards of Practice – Analysis of Similarities & Differences (100 points):** Compare the ACA Code of Ethics and Standards of Practice (2005) with a Code from another recognized professional association: e.g., AMHCA, AAMFT, NBCC, APA, or NASW. In what ways are they similar? What are the differences? In your opinion, how could each be made stronger/clearer? This paper should be approximately 4-6 double-spaced pages. You will work in groups of 4 and present briefly on the similarities and differences of each code.

American Counseling Association	www.counseling.org
Code of Ethics and Standards of Practice: Revised 2005	
American School Counselors Association	www.schoolcounselor.org
Ethical Standards for School Counselors: Revised June 2004	
American Mental Health Counselors Association	www.amhca.org
Code of Ethics: Revised October 2000	
American Association for Marriage & Family Therapy	www.aamft.org
Code of Ethics: Revised July 1, 2001	
American Association for Pastoral Counselors	www.aapc.org
Code of Ethics: Revised April 28, 1994	
Feminist Therapy Institute	http://www.feminist-therapy-institute.org/ethics.htm
Code of Ethics: Revised 1999, ©2000	
National Board of Certified Counselors	www.nbcc.org
NBCC Ethical Code: Revised February 4 2005	
Ethics Case Procedures: Approved/Revised 2005	
The Practice of Internet Counseling: Adopted November 3, 2001	
American Psychological Association	www.apa.org/ethics/
Ethics Code: Revised June 1, 2003	
National Association of Social Workers	www.socialworkers.org/pubs/code/code.asp
Code of Ethics: Revised 1999	

- 4. Ethical Dilemma Reaction Paper (100 points):** Each student will write a two to four-page reaction paper on ethical dilemmas related to two recent cases brought before the Department of Health - Chapter 491 Board: Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (<http://www.doh.state.fl.us/mqa/491>). Students will have an opportunity in class to view the meeting minutes, laws, and rules affecting regulation of licensees. For the paper, students must select two ethical violation cases that were heard before the board. Select cases that cover two different types of violations and statutes. For each case, please do the following:
- Provide an overview of the case along with the name and location of the practitioner
 - Which Chapter 491 law(s) or rule(s) was/were violated?
 - Which ethical standards (ACA, AMHCA, AAMFT, or NASW) were possibly violated? Although specific details on the cases are provided for some and not others, enough information is presented to draw a hypothesis on the ethical standard that was possibly violated.
 - Present and discuss possible ethical dilemmas that may have occurred (benefit of the doubt to worst case scenario) and provide best practices protocols or strategies to minimize or prevent the likelihood of an ethical dilemma.
 - Provide personal reaction to the cases.
- 5. Case Analysis Presentation (200 points):** In groups of 3-4, students will complete and present a case analysis based on an ethical, legal or professional behavior dilemma provided by the instructor. In keeping with acceptable professional standards, group members are encouraged to consult with student colleagues, practicing professionals, attorneys and/or any written materials in the development of the analysis and recommendation.
- ***Prior to receiving the case for analysis, each group will meet together for 2 two-hour meetings during which you are to discuss the following: 1) your personal values, 2) the philosophical history of the study of values, and 3) the impact on the practice of counseling of the personal values of the counselor. You may wish to use your ethical genogram as a guide.***
 - Only after your group has completed the two values discussion meetings will you receive your case for analysis. You should expect to have, at a minimum, two case analysis meetings (beyond the two value discussion meetings) in order to fully understand the implications of your case.
 - **Class Presentation:** Each group will make a 15-20 minute class presentation and then facilitate 15 minutes of discussion. The class presentation should be supported by Power Point.
 - **Written Summary:** Prepare a 3-4 page written summary; provide copies for all class members at the time of the Class Presentation. The summary should be divided into the following headings with “bullet points” of information listed below each heading.
 1. **Description of Situation:** Brief overview of case and background of treatment
 2. **Dilemma/Competing Issues:** What is the tension – dilemma – competing issue? The tension (dilemma/competing issues) could be a function of ethics vs. laws, ethics vs. institutional policies, ethics vs. a community norm, or any of those vs. professional behavior. Determine the underlying moral principle (Autonomy, Nonmaleficence, Beneficence, Justice, Fidelity, or Veracity) associated with each dilemma.
 3. **Ethical Code, Florida Statute, and/or Administrative Policy:** Cite specific guidance from the relevant professional ethical code (ACA, AHMCA, ASCA, AAMFT or NBCC), Florida Statue, and/or other administrative regulation or policy (school board policy, agency policy etc.)
 4. **Personal Values / Morals:** Identify any personal values and/or moral conflicts that were influencing (pushing away from or pulling toward any action) members

of the group.

5. **Desired Outcome:** What would constitute successful resolution of the dilemma? List and describe.
6. **Possible Course(s) of Action:** Identify and list the possible courses of action. Describe the limitations and potential consequences associated with each course of action.
7. **Recommended Course of Action:** State the Recommended Course of Action. Define how your recommendation(s) is(are) in the best interest of the client and satisfies the legal/ethical/professional behavior dilemma. Include the possible ethical or licensing consequences of the inappropriate handling of the dynamics of the case. If appropriate, describe a necessary fallback recommendation in the event your first recommendation is not possible.

6. Final Examination (100 points): The final examination will gauge comprehensive understanding of course materials and concepts through multiple choice, short answer, and essay questions.

Grading:

Attendance and Participation	60 points	A = 94% - 100%
Ethical Genogram	100 points	A- = 90% - 93%
Code of Ethics Comparison	100 points	B+ = 87% - 89%
Ethical Dilemma Reaction Paper	100 points	B = 84% - 86%
Case Analysis Presentation	200 points	B- = 80% - 83%
Final Examination	100 points	C+ = 77% - 79%
.....		C = 74% - 76%
.....		C- = 70% - 73%

Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations, projects, papers, class participation, and other assignments. Points will be converted into a percentage score.

Schedule of Classes and Assignments:

#	Date	Topic Area	Reading/Assignments Due
1	5/20	Introduction to Ethics	
2	5/27	The Study of Ethics and Values	Corey – Chapters 1-3
3	6/3	Diversity and Other Ethical Frameworks	Corey – Chapter 4 & reserve Ethical Genogram
4	6/10	Codes of Ethics & Licensing Laws and Rules	FL Statute 491 & Rules 64B-4
5	6/17	Client Rights, Counselor Responsibilities, & Confidentiality	Corey – Chapters 5-6 Ethics Comparison
6	6/24	Power and the Helping Relationship	Corey – Chapters 7-8
7	7/1	Boundaries, Competence, and Training	Corey – Chapters 9-10 Dilemma Reaction
8	7/8	Supervision and Consultation	Corey – Chapters 11-13 Presentations
9	7/15	Ethics in Couples, Family, Group, and Community Work	Presentations (cont.) and Personal Reactions
10	7/22	Final Examination	

Policies and Procedures:

Confidentiality – In order to provide safety for individuals in the class and to protect the confidentiality of clients and class members: All case material will be presented anonymously (without identifying information) to protect the right to privacy of each client. Students will not discuss cases outside class session. Material presented by class peers, including others’ personal information, reactions, etc. should be considered

confidential and will be referred to ONLY while in class or privately with one another.

Respect for Individual Differences – The Department of Graduate Studies in Counseling endorses a learning climate that respects diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and world views are different from their own.

Penalty for late work – Students will forfeit one letter grade (approximately 10% of the possible points) for any assignments turned in beyond the announced deadline.

Instructor Availability – If, at anytime, you wish to discuss any issue related to the class with me, particularly those related to your performance in this class please do not hesitate to contact me. I am very willing to arrange an appointment time with you. Please don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome - both during class and outside of class.

Incomplete Policy – Please refer to the Graduate Studies Catalogue for additional details. Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating an arrangement with the professor prior to the end of the term in order to receive an "incomplete." A contract for completion must be submitted in writing specifying deadline dates. If the incomplete is not resolved by the end of the following term, the grade will convert to "F." The contract can be located on the counseling program website (see "Forms and Publications" link).

Academic Honor Code – Membership in the student body of Rollins College carries with it an obligation and requires a commitment to act with honor in all things. In addition, the counseling profession provides guidelines of ethical behavior. Because academic and professional integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Students with Disabilities – Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate advance arrangements with the Rollins College Disability Services Coordinator located in the Thomas P. Johnson Student Resource Center.

