Syllabus

CPY 545 Legal, Professional, and Ethical Issues in Counseling
Rollins College Graduate Studies in Counseling
Summer Semester 2010 (May 17 - July 26)
Wednesdays 4:00 - 6:30 and 6:45 - 9:15
Cornell Social Sciences - Room # 229

Instructor:  Linda A Robertson, PhD
Phone:  Cell: 407-583-7979
Email:  wedhed@cfl.rr.com

Course Description:
This course examines ethical and legal standards, their evolution, methods of change, and applications to various professional activities. 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 students to formulate positions 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 students will become familiar with the applicable state laws and ethical codes and standards of practice from the major mental health professions - and 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.

Prerequisite: CPY 525 or permission

Course Structure:
The instructional format of this assessment course involves a combination of lecture, class discussion, small group interaction, ethical decision making skill practice, and case presentations. Please complete the assigned reading before each class as it will supplement your understanding of the material presented in class. Familiarity with the material will also enable you to contribute to class discussions, which is part of the participation component of your grade. Additionally, you are encouraged to ask questions and share your experiences and perspectives related to class discussions.

Course Goals/Objectives:
At the conclusion of this course, the student will be able to:
1) Describe ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II.G.1.j.).
2) Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC-A.2.).
3) Understand professional issues relevant to the practice of clinical mental health counseling (CMHC - C.9.).

Required Texts and Readings:
Articles that will be provided by the instructor: (Please read in the following order)
Shanks, T., *Everyday Ethics*
Ethics Resource Center, *The PLUS Decision Making Model*
Markkula Center for Applied Ethics, *A Framework for Thinking Ethically*
Csongradi, C., *Bioethics: A New Look at an Old Debate*
Kidder, R., *How Good People Make Tough Choices*

Florida Statutes: Board of Clinical Social Work, Marriage & Family Therapy, & Mental Health Counseling
http://www.doh.state.fl.us/mqa/491/

Current Laws and Rules
The following Statutes are relevant to CSW/MFT/MHC (Click on link)
Chapter 39: Proceedings Relating to Children
Chapter 90: Evidence Code
Chapter 120: Administrative Procedure Act
Chapter 394: Mental Health
Chapter 397: Substance Abuse Services
Chapter 415: Adult Protective Services
Chapter 456: Health Professions and Occupations: General Provisions

Codes of Ethics and/or Standards of Practice:
American Counseling Association (ACA)
American School Counselors Association (ASCA)
Ethical Standards for School Counselors: (2004, June) www.schoolcounselor.org
American Mental Health Counselors Association (AMHCA)
Code of Ethics (2000, October) www.amhca.org
American Association for Marriage & Family Therapy (AAMFT)
American Association for Pastoral Counselors (AAPC)
Code of Ethics (194, April) www.aapc.org
National Board of Certified Counselors (NBCC)
NBCC Ethical Code (2005, February) www.nbcc.org
The Practice of Internet Counseling (2001, November)
American Psychological Association (APA)
National Association of Social Workers (NASW)

Note: Students may receive or be referred to additional reading materials (handouts, journal articles, and website information) throughout the semester.

Course Requirements and Possible Points:

1. **Codes of Ethics - Analysis of Similarities and Differences (15 points):** Compare the ACA Code of Ethics with a Code from another recognized professional association (see above for links to other organizations in the helping professions). In 4-6 pages, respond to the following questions: How are they similar? Different? How could they be made stronger/clearer? What is missing? Include a final paragraph with a reflection of your thoughts as you worked on this assignment. APA style: 1” margins, 12 point font, double spaced, one side of page, abstract.

2. **Case Analysis & Presentation (45 points; breakdown of points for each portion of this assignment are shown in the subsections below):** In groups of three, students will complete and present a case analyses 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 formulation of the recommendations. There are several components to this assignment:

A. **Group Meetings / Reflections / Rubrics (5 points):** Prior to receiving the case for analysis, each group will meet for two separate 2-hour meetings when which you are to discuss 1) your personal values, 2) the philosophical history of the study of values and ethics, and 3) the impact of the personal values of the counselor on the practice of counseling. During these meetings, you will use the following to stimulate discussion:

- Quick Test of Your Ethical Beliefs (handout)
- List of personal ethics and values (to be completed in class)
- Concepts Outlined in the Text:
  - Mandatory vs. Aspirational Values
  - Principle Ethics vs. Virtue Ethics
  - Moral Decision-Making Principles (Autonomy, Nonmaleficence, Beneficence, Justice, Fidelity, or Veracity)
- Assigned Reading Articles

When your group has completed its two 2-hour discussions, each student will complete a two page personal reflection that addresses his or her experience within the group. Once each group members’ reflections have been turned in, the instructor will distribute the case to the group for analysis.

Your group is expected to meet **at least** twice after the case has been assigned to discuss, process, and fully understand the implications of the case and to prepare for the final presentation.

Each student will complete a Group Member Participation Rubric for each of the members in his or her group. This peer-rating scale will be factored in to the total available points for this aspect of the assignment. The rubrics are to be completed at the end of the project and handed in with the Written Summary of Case Study noted below.

B. **Written Summary of Case Study (25 points):** Write a 3-4 page written summary of your case (APA format). The Summary should be organized by the following headings with “bullet points” of information listed below each heading:

1. **Description of Situation:** Brief overview of the case and background of treatment.

2. **Dilemma/Competing Issues:** What is the tension – dilemma – competing issue? This 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.

   Handle each dilemma as follows:
   - Dilemma (brief description)
     - Moral Principle Involved (Not all moral principles will be involved)
     - Pro (Argument in Favor of a course of action)
     - Con (Argument Opposed to a course of action)

3. **Ethical Code, Florida Statute, and/or Administrative Policy:** Site specific guidance from the relevant professional ethical code (e.g., ACA, AHMCA, ASCA, AAMFT or NBCC), Florida Statue, and/or other administrative regulation or policy (school board policy, agency policy, etc.) and note any violations of ethical standards or laws/rules. Fully explain the connection between the case and the law, standard, or policy.
4. **Group 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 and how this impacted the group dynamic and final decision.

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 in the best interest of the client and how it 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.

C. **Personal Values/Morals Paper (5 Points)**: Based on the case that your group was assigned, write a 2-3 page description (APA format) of your personal values and/or your moral conflicts that were stirred by the circumstances of this case.

D. **In-Class Case Study Presentation (10 points)**: Each group will make a 15-20 minute class presentation of their case study and then facilitate 15 minutes of discussion. The class presentation should be supported by PowerPoint. The PowerPoint and a copy of the Case Summary is to be emailed to the instructor by 7 pm on July 6th. The instructor will distribute these documents to all class members.

3. **Final Exam: (25 points)**: There will be a final exam that consists of a variety of response formats (multiple choice, short answer, essay, etc.), as well as case studies for which you will interpret information and answer questions. The ease of completing this exam can be facilitated by keeping up with weekly readings.

4. **Class Attendance and Participation: (15 points)** Your grade is based, in part, on participation and attendance. You must be present and engaged in class to earn these points and points for in-class assignments. The latter cannot be made up if you miss class. Engaging in activities during class that are not related to class material, including individual conversations, cell phone use, computer use, etc., will influence your participation points. If you know you will be absent from class, please notify the instructor as soon as possible prior to the class meeting. The final grade will be lowered one-half of a letter grade for each unarranged absence, and one letter grade for more than two absences for any reason. Written documentation is required for excused absences. Exceptions to this will be considered on an individual basis and only for extenuating circumstances. In such cases, the students’ previous class attendance and participation will be taken into consideration. If you are absent from class, it is your responsibility to get class notes, handouts, or other materials from a classmate. Please do not contact the instructor for this information.

You have an obligation to your project partner(s) to collaborate on a plan of action, to arrange and attend meetings, to complete work in a timely manner, to respond to the material with professional integrity, to resolve differences in a collegial manner, and to do your share (50%) of the work. Students will submit a Group Member Rubric (to be provided) to rate their partners’ contribution to the project. This will be a factored into your Group Meeting grade.

**Total Possible Assignment/Participation Points:**
- Code of Ethics Analysis 15
- Group Meetings 5
Method of Evaluation and Grading – Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations and projects, class participation, and other assignments. Points will be converted into a percentage score. Grades will be assigned as follows:

- A = 94-100% of total points
- B- = 80-83% of total points
- A- = 90-93% of total points
- C+ = 77-79% of total points
- B+ = 87-89% of total points
- C = 74-76% of total points
- B = 84-86% of total points
- C- = 70-73% of total points

COURSE POLICIES

Accommodations – 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 on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to Gail C. Ridgeway, Disability Services Office (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 37289 or call 407-646-2354 for an appointment before advising your instructor.

Respect for Individual Differences – The Department of Graduate Studies in Counseling endorses a learning climate, which represents 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.

Academic Honor Code – Membership in the student body of Rollins College carries with it an obligation 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 academic integrity and report observed 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 also contain the pledge; submission implies signing the pledge.

Plagiarism involves the submission of any written work in which you include another person’s ideas or words without specifically crediting that person. My interest is in your knowledge and your synthesis of ideas, so it is critical that you present information in your own words. If you find it absolutely necessary to directly quote someone, consult the APA manual for the proper protocols. Additionally, when you synthesize someone else’s ideas and put them into your own words, it is still necessary to cite your source. Again, the APA manual will guide you. Not citing is only acceptable when you are expressing an original idea (i.e., yours). Breach of any of
these professional protocols is considered to be plagiarism, which, in the professional world, can cost you your job. Thus, it is totally unacceptable in this class. Breaches to this standard will result in the highest penalty prescribed by Rollins College.

**Self Disclosure and Confidentiality**— Although it is not likely that you will be asked to disclose thoughts and feelings that are of a personal nature in class, you are ultimately responsible for choosing what you share. While you are encouraged to discuss your experiences and opinions to enhance everyone’s learning experience, do so only to the extent that you feel comfortable. Choosing to not share personal information will in no way impact your grade nor your standing in this class. In short, you are not required to reveal any personal information that you choose not to reveal. Information you share with me personally or through your assignments will remain confidential, unless, as in any counseling environment, it breaches the standard limits of confidentiality (e.g., harm to self or others). There may also be times when your performance in the class or other critical issues necessitates that I consult with other faculty members. When at all possible, I will speak in generalities rather than specifically identify you. As a practice in professionalism, you will be asked to sign a Confidentiality Agreement that states your agreement to protect the confidentiality of all class discussions, class events, and case studies. Your ability to maintain class confidentiality will also be factored into your grade.

**Instructor Availability**— If at any time, you wish to discuss any issue related to class, please do not hesitate to contact me. I have an open-door policy and am committed to meeting your academic needs in this class. If you find that you are unclear about the assignments or the material, if you are experiencing personal challenges that are influencing your work, or if you are struggling in any other way related to this class, I encourage you to address these concerns as they arise rather than wait until your class performance is affected beyond repair. I will be more than happy to arrange a time to discuss either your concerns or your suggestions regarding this 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 and working out 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 that includes a deadline and completion date. The contract can be located on the counseling program website (see “Forms and Publications” link). If the incomplete is not resolved by the end of the following term, the grade will turn into an “F.”

**Class Etiquette:**

1. All cell phones, laptops, and other electronic devices must be turned off during class time. Using any personal device during class is unprofessional, discourteous, disrespectful, and will not be tolerated. In case of an emergency where cell phone contact is essential, please advise the instructor at the beginning of class.
2. Private conversations held during class are unprofessional, discourteous, disrespectful, and disruptive to both your classmates and the instructor and are to be reserved for breaks or outside of class. As it is difficult to participate in class while holding a private conversation, engaging in this activity will result in the loss of participation points for that class period.
3. Class will start on time. Tardiness disrupts the flow of learning for other students, so if you find that you will be late, please wait until after the scheduled break to join the class.
4. Assignments are to be handed in on time. If you will not be in class, you should make arrangements with a classmate to turn in your work for you. Late submissions will result in a reduction of 5 points per day for every day after the due date. Assignments that are over 6 days late will not be accepted.
5. Information in this course is primarily distributed by email. Students are required to check their Rollins email frequently as it is the official email address used by Rollins College and all Rollins communication will be via this address. Failure to do so is not an acceptable excuse for missed assignments or notices. Students are requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.
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<th>I</th>
<th>Poor</th>
<th>Good</th>
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<td>Demonstrated Reasoning and Related Abilities:</td>
<td>1. Paper frequently lacks organization and logical flow. Topic generally underdeveloped. 2. Assertions and inferences are frequently unsupported by appropriate documentation. 3. Ideas are frequently presented without attention to synthesis or critical analysis. 4. Paper contains many examples of fallacious statements or reasoning.</td>
<td>1. Organization and logical flow of paper is readily apparent. The topic is adequately developed. 2. Assertions and inferences are usually supported by appropriate documentation. 3. Effort is made to synthesize and critically analyze ideas from diverse sources. 4. Paper contains few examples of fallacious statements or reasoning.</td>
<td>1. The paper is logical, orderly, and internally consistent. Well developed topic. 2. Assertions and inferences are consistently supported by appropriate documentation. 3. Ideas are well synthesized and critically analyzed from diverse sources. 4. Paper is basically free of fallacious statements and reasoning.</td>
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<td>II</td>
<td>Content, Demonstrated Knowledge of Topic, and Focus of the Paper:</td>
<td>1. Unclear main idea that is insufficiently limited in scope. 2. The purpose or direction of paper is not reasonably discernible. Inadequate references, that is, either the references are too few or the references are too loosely associated to specific topic of the paper, or both. 4. References include several unacceptable sources, i.e., dictionary, Wikipedia, etc. Demonstrates lack of in-depth investigation into chosen topic. 5. Heavy reliance on quotations or paraphrasing, providing “fill” material. 6. Writer fails to demonstrate an integrated and adequate comprehension of the topic and related material. 7. Topic is not sufficiently expanded and results in unacceptable repetition. Ideas are underdeveloped.</td>
<td>1. Clear or clearly implicit main idea and reasonably limited topic. 2. The purpose and direction of paper is reasonably discernible. 3. Most references are related to the content of the paper and are adequate in number. 4. The majority of references are from respected scholarly sources and demonstrates a reasonable amount of investigation into the chosen topic. 5. Original writing supported with occasional pertinent quotations, paraphrasing. 6. Writer adequately demonstrates an integrated and sophisticated comprehension of the topic and related material. 7. Topic is adequately expanded although some needless repetition is noted. Ideas are adequately developed.</td>
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<td>III</td>
<td>Communication Skills and Technical Language Usage:</td>
<td>1. Writing is “choppy” with many awkward phrases and/or paragraphs. Many sentences and paragraphs do not relate to each other. Transitions are frequently abrupt or lacking. 2. Grammatical errors substantially detract from the document and limit readability. 3. Lack of awareness of target audience. A scholarly writing style is generally not employed. 4. Selects lay terminology when technical terminology is called for.</td>
<td>1. Writing generally flows well with some awkward phrases and/or paragraphs. Sentences and paragraphs usually relate to each other, though transitions are occasionally abrupt or lacking. 2. Grammatical errors are minimal and do not detract substantially from the clarity of the paper or “readability.” 3. Demonstrates awareness of target audience and attempts to write in a scholarly style, although some insufficiencies are apparent. 4. Generally makes the appropriate selection of technical language.</td>
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<td>IV</td>
<td>Mechanics: (spelling, typos, punctuation)</td>
<td>1. Errors in spelling, punctuation and/or typos are numerous throughout the document.</td>
<td>1. Errors in spelling and punctuation are minimal as are typos.</td>
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<td>V</td>
<td>APA Format</td>
<td>1. Most features of APA style are incorrect.</td>
<td>1. Several features of APA style are incorrect.</td>
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<td>Content</td>
<td>Reading Assignments and Due Dates</td>
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<td>1</td>
<td>May 19</td>
<td>Course introduction and syllabus</td>
<td>Corey, Chapter 1</td>
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<td>Chapter 1: Introduction to Professional Ethics</td>
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<td>2</td>
<td>May 26</td>
<td>Chapter 2: The Counselor as a Person/Professional</td>
<td>Corey, Chapters 2 &amp; 3</td>
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<td>Chapter 3: Values and the Helping Relationship</td>
<td>Articles (to be provided; please read in this order):</td>
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<td>- “Everyday Ethics”</td>
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<td>- “How Good People Make Tough Choices”</td>
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<td>3</td>
<td>June 2</td>
<td>Chapter 4: Multicultural Perspectives and Diversity Issues</td>
<td>Corey, Chapter 4</td>
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<td>Codes of Ethics</td>
<td>Due: Code of Ethics: Analysis of Similarities and Differences</td>
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<td>4</td>
<td>June 9</td>
<td>Chapter 5: Client Rights &amp; Counselor Responsibilities</td>
<td>Corey, Chapter 5</td>
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<td>Florida Laws/Statutes</td>
<td>Florida Statute: Counselor Licensing Law Statute Chapter 491; Administrative Rules 64B-4</td>
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<td>5</td>
<td>June 16</td>
<td>Chapter 6: Confidentiality: Ethical &amp; Legal Issues</td>
<td>Corey, Chapters 6 &amp; 7</td>
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<td>Chapter 7: Managing Boundaries &amp; Multiple Relationships</td>
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<td>6</td>
<td>June 23</td>
<td>Chapter 11: Ethical Issues in Couples &amp; Family Therapy</td>
<td>Corey, Chapters 11 &amp; 12</td>
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<td>Chapter 12: Ethical Issues in Group Work</td>
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<td>7</td>
<td>June 30</td>
<td>Chapter 8: Professional Competence &amp; Training&lt;br&gt;Chapter 9: Issues in Supervision &amp; Consultation&lt;br&gt;Chapter 10: Issues in Theory, Practice, &amp; Research&lt;br&gt;Chapter 13: Ethical Issues in Community Work</td>
<td>Corey, Chapters 8, 9, 10, &amp; 13</td>
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<td>8</td>
<td>July 7</td>
<td>Case Analysis Presentations &amp; Discussions: Groups 1-3</td>
<td>Due: Written Case Analysis, Values Paper, and Group Member Rubric <strong>All papers and PowerPoints are to be emailed to instructor by 7pm on July 6th</strong></td>
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<td>9</td>
<td>July 14</td>
<td>Case Analysis Presentations &amp; Discussions: Groups 4-5</td>
<td>Review for Final</td>
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<td>10</td>
<td>July 21</td>
<td>Final Exam</td>
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