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**Course:** CPY 545: Legal, Professional, and Ethical Issues in Counseling

**Course Schedule:** Summer Semester 2016

- **Tuesday 12:00pm – 3:00 pm** (CSS 226)
- **Saturday (July 16) 9:00 – 5:00 pm**

**Instructor:** Samuel Sanabria, Ph.D., LMHC, NCC  
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Office Hours: Wednesday 1 – 3:30  
By Walk-in or Appointment

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### **COURSE DESCRIPTION**

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**

<b>Expected Student Learning Outcomes for this Course</b> <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> <b>Content covered includes:</b>	<b>SLOs</b>	<b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b>	<b>SLO Assessment Point</b> <i>By Rubric or Test Score</i>
2.F.1.a. History and philosophy of the counseling profession and the origins of the counseling specialty areas;		Reading, Class lecture and discussion	
2.F.1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.		Class lecture and discussion, Exam	

2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.		Reading, Class lecture and discussion	
2.F.1.i. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	<b>S</b>	Reading, Class lecture and discussion, Exam	Exam
2.F.1.j. Technology's impact on the counseling profession.	<b>S</b>	Reading, Quizzes, Exam, Case Study	Exam
2.F.1.l. Self-care strategies appropriate to the counselor role.		Class lecture and discussion	
2.F.1.m. the role of counseling supervision in the profession	<b>S</b>	Reading, Class lecture, Exam	Exam
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.		Class activities, Morals paper, Case Analysis, Case Presentations, Exam	
2.F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	<b>S</b>	Reading, Class lecture and discussion, Exam	Exam
2.F.5.e. the impact of technology on the counseling process	<b>S</b>	Reading, Class lecture, Exam	Exam
2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.	<b>S</b>	Reading, Class lecture and discussion, Quizzes, Exam, Case Study	Exam
5.C.2.l. Legal and ethical considerations specific to clinical mental health counseling.	<b>S</b>	Reading, Class lecture and discussion, Quizzes, Case analysis, Exam, Case Presentation	Exam
5.C.2.m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.		Reading, Class lecture and discussion, Quizzes, Exam	
5.C.3.c. Strategies for interfacing with the legal system regarding court referred clients.	<b>S</b>	Reading, Class lecture and discussion, Exam, Case Presentation	Exam

## REQUIRED TEXT

Corey, G., Corey, M.S., Corey, C. & Callanan, P. (2015). Issues and Ethics in the Helping Professions. (9<sup>th</sup> ed). Cengage Learning

## RECOMMENDED READING

Wheeler, A.M., & Bertram, B.B. (2012). The Counselor and the Law: A Guide to Legal and Ethical Practice (6<sup>th</sup> ed). American Counseling Association.

## OTHER ASSIGNED READING

**Florida Statutes – Online** <http://floridasmentalhealthprofessions.gov/resources/>

Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling

### [Current Laws and Rules](#)

The following Statutes are relevant to CSW/MFT/MHC

Chapter 491: 491, Clinical, Counseling, and Psychotherapy Services

Chapter 456: Health Professions and Occupations: General Provisions

Chapter 120: Administrative Procedure Act

Chapter 39: Proceedings Related to Children

Chapter 90: Evidence Code

Chapter 394: Mental Health

Chapter 397: Substance Abuse Services

Chapter 415: Adult Protective Services

Rules: Chapter 64B4: Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling

## Codes of Ethics and/or Standards of Practice

American Counseling Association

[www.counseling.org](http://www.counseling.org)

Code of Ethics and Standards of Practice: Revised 2014

American School Counselors Association

[www.schoolcounselor.org](http://www.schoolcounselor.org)

Ethical Standards for School Counselors: Revised 2010

American Mental Health Counselors Association

[www.amhca.org](http://www.amhca.org)

Code of Ethics: Revised 2015

American Association for Marriage & Family Therapy

[www.aamft.org](http://www.aamft.org)

Code of Ethics: Revised 2015

National Board of Certified Counselors

[www.nbcc.org](http://www.nbcc.org)

NBCC Ethical Code: Revised 2013

American Psychological Association

<http://www.apa.org/ethics/>

Ethics Code: Amended 2010

Code of Ethics: Revised 2008

## **COURSE REQUIREMENTS**

### **Code of Ethics – Weekly Quizzes**

**18 points**

Every class period, starting week 2, I will randomly select students from the class to answer questions regarding the ACA, AMHCA, and NBCC Codes of Ethics. You will be asked whether a given practice is ethical based on these Codes of Ethics. You may even be asked to interpret a certain ethical principle. You will need to be familiar with these Codes of Ethics since you will not be allowed to refer to the document when asked. Students will be called upon more than once a semester. Further instruction will be provided by the instructor in class.

### **Professional Disclosure & Informed Consent Statement**

**2 points**

In a format of your choosing, develop a professional disclosure and informed consent form you would provide to a client. Write it to fit the developmental level and setting (target audience) in which you would like to work, or currently work. There are many examples available online for different counseling specialties and practice settings that might serve as stimuli; however, do not take one of these examples and use it as your own given that you must include required elements from the American Counseling Association.

### **Professional Credential Search**

**5 points**

Select two states other than Florida and identify the requirements noted by the licensing board in the state to become licensed. Submit a one-page written summary on the following: 1) educational requirements; 2) supervision hours needed; and, 3) any specialty areas of counseling exempt from licensure. Be prepared to give a short verbal presentation of your findings.

### **Professional Identity Paper**

**10 points**

Each student will write an APA 6 style paper approximately 4-6 pages long (double spaced) on the professional identity of a counselor. You may answer the following questions in the paper:

- a. How do you define being a counselor? How does it differ from other helping relationships?
- b. How does the role of advocating on behalf of the profession and for the client fit into the role of being a counselor?
- c. What role does self-care take in maintaining the ethical standards of best practices? What does this mean for you personally?
- d. What does it mean to develop the person of the counselor as a person and not just a counselor?
- e. What role do ethical practices play into you being a counselor? How will you ensure that you will be an ethical counselor throughout your professional career?

## **Case Analysis Group Presentation**

**25 points**

In teams of 3, 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 recommendation. Each group is encouraged to find a time to meet to discuss 1) your personal values (regarding the issues of your case), 2) the philosophical history of the study of values and ethics, and 3) the impact on the practice of counseling of the personal values of the counselor.

In these discussions utilize the following:

- Quick Test of Your Ethical Beliefs (HANDOUT)
- Questions for Ethical Genogram (HANDOUT)
- Concepts Outlined in Class
  - Mandatory vs. Aspirational Values
  - Principle Ethics vs. Virtue Ethics
  - Moral Decision-Making Principles  
(Autonomy, Nonmaleficence, Beneficence, Justice, Fidelity, or Veracity)
- Assigned Reading Articles

**Class Presentation:** Each group will make a 35 minute class presentation and **then facilitate 15 minutes of discussion (come with a minimum of 4 questions to facilitate discussions)**. The class presentation should be supported by Power Point. You can include a class or video role play to further make your point about your case.

**Written Summary:** Prepare a 4-5 page written Summary (1 summary per team); 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.

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 (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. Consider the implications of the Questions for Ethical Genogram of each member in 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 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.

**Personal Values/Morals Paper**

**10 Points**

Based on the case you were assigned in your group; write a 3-page description (typed - double spaced) of your initial thoughts about the case study, personal values, and/or your moral conflicts that were stirred by the circumstances of this case. Refer to your Ethical Genogram.

(each team member will submit his or her own paper)

**Exam**

**30 Points**

In class Final Exam  
Multiple Choice & Short Essay

***Course Policies and Expectations of Graduate Students***

*This is the "fine print" for which you are fully responsible for knowing and following. Please read this section of the syllabus carefully!*

**Academic and Professional Integrity**

By accepting this syllabus, you pledge to uphold the principles of Academic Honesty and student conduct guidelines published in *the Rollins College Graduate Studies Catalog*, and the policies published in the current edition of the *Graduate Studies in Counseling Student Handbook* (both available online on the Rollins Graduate Counseling website. You also agree to abide by the current version of the *American Counseling Association Ethics Code* (available at [www.counseling.org](http://www.counseling.org)). Students who are unable to perform in a reliable, competent, and ethical manner, or exhibits performance that results in being terminated by and internship or other field

site, will necessitate a review by the faculty and may result in student remediation, suspension, or dismissal from the Graduate Studies in Counseling program.

Please consult the documents named above to refresh your understanding of the expectations, policies, and procedures required of students throughout their enrollment in the graduate counseling program. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

### **Academic Honesty and Professional Conduct –**

**The Philosophy of the Rollins Academic Honor Code:** Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

Because academic 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 the all work, including papers, quizzes, exams, 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.***

All material submitted electronically should also contain the pledge followed by the student's name; submission implies signing the pledge.

**Respect for Individual Differences** – The Graduate Studies in Counseling program faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and worldviews are different from their own. Students' ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation,

marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

**Self-Disclosure Expectations and Guidelines** – During this and most courses in the Graduate Counseling program you will be asked to share thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

**Confidentiality** – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly. Interns will maintain strict confidentiality according the *ACA Code of Ethics* (2014) by refraining from discussing case material and the personal information of others outside of class.

**Professionalism and Classroom Civility** – Graduate students are expected to observe a level of professional conduct in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

**Talking to or interrupting other students:** Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

***Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance and Participation Policy section.***

*Please abide by the attire policy described in the student handbook. If you are unsure of your attire, please consult with a core faculty member to assure that you are meeting expectations.*

**Professional Association Membership** – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Membership in ACA also include professional liability insurance coverage, which provides protection to you and the clientele with whom you come in contact during external course assignments, pre-practicum, practicum and internship.

### **Evaluation Criteria for this Course**

**Method of Grading** – Final grades will be based on a point accumulation basis described in the syllabus. Points will be converted into percentage scores. Grades will be assigned as follows for all Graduate Counseling courses:

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



**Incomplete Policy** – Students that are unable to complete course requirements within the time limitations of this semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of this term in order to avoid failing this course. The plan for completion must be agreed upon by the professor and must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following semester, the incomplete grade will convert to an “F.”

**Attendance and Participation Policies** – Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in courses is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally during all learning experiences.

Attendance and participation constitute a portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and engaging in class discussion.

The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are acceptable to qualify as an excused absence. If a student does not to attend class, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. **A student who misses two or more classes will be subject to action by the professor, which includes, but is not limited to:**

- Recommendation to withdraw from the class.
- Requiring additional assignments(s) to complete the class.
- Reduction in the final grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the professor in consultation with the full faculty.

**Final grades will be lowered one-half of a letter grade for each absence after the first, regardless of the reason.** Absence from more than two classes in a course may result in a failing grade.

Advance notification of anticipated absences is expected (phone call or e-mail) out of courtesy to the instructor and class peers. In the event of an unanticipated emergency or illness, students are responsible for notifying the instructor at the earliest opportunity via phone message or email. Students are responsible for the content of all assignments, lectures, announcements, and class discussions even when not present. Make-up tests or extra credit will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days in advance.

Assignments turned in later than the established due-dates are subject to a 5% point reduction for every day beyond the stated date due.

**Tardiness:** Arriving late to or departing early from a working group on the part of one person disrupts the flow of learning for the professor and other students. Please be prepared to begin and/or resume class at the agreed upon times. Class will start on time and time agreements for class breaks are expected to be honored. Chronic tardiness or inattentiveness will also impact your final grade. **If you are going to be late, absent, need to leave class early, etc. it is your responsibility to let the professor know in advance.** Students that are late to class by more than 10 minutes or return from break more than 5 minutes after the agreed upon time, will be considered tardy. A student tardy more than twice will lose 1 participation point. Students arriving late to class will not be permitted to complete any assignment that has begun (such as a quiz) and will forfeit the points for the assignment.

Breaks during class meetings are at the discretion of the professor and may range from 0-15 minutes scheduled at times that the professor determines within the individual class session. Please return promptly from breaks.

**Participation:** Class participation in this course is very important as part of the learning process for all students, individually and as a group. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following characteristics:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis of the topic forward;
- Builds on the comments and contributions of other peer colleagues;
- Transcends the “my opinion” syndrome; i.e., your contribution includes evidence (when appropriate), rationale, and reflective thinking.

Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance. In addition, students engaging in non-class related activities (e.g., sleeping in class, working on their laptop or phone, side conversations, working on material not related to course content, etc.) will lose participation points. The number of points will be at the discretion of the professor.

### **Technology Policies**

***E-mail*** – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account. This is the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account. Students are also 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.

***BlackBoard*** – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources ***prior to class***.

***Laptop Computers*** – Use of laptop computers in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops for any other reasons. Non-class use is distracting to others. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use technology in class. If a student uses any electronic device not authorized as part of the classroom activity, they will be warned to turn off the device. Second offenses will result in loss of participation points without warning.

***Other Technology Devices*** – Out of respect for the professor and your classmates, do not use cell phones or any other portable communications devices during class. Please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises. Emergency calls may be taken outside the class but frequent call interruptions will not be tolerated. If the vibrate setting becomes a nuisance, you will be asked to turn it off completely. Texting in class is unacceptable.

**Professional Paper Formatting** – All papers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. This includes correctly formatted title page, abstract, headers, heading levels, CPY 545-01 Legal, Professional and Ethical Issues in Counseling

citations for source and quoted material, and reference pages. Points will be deducted from the total grade if APA style format is not followed. Students should assume that these formatting components are expected for each and every written paper assignment unless stated otherwise in the syllabus.

### **Additional Policies**

**Use of Student Work:** Copies of student work in this course, including copies of any submitted papers or other written work, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously as example of aggregate data.

**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 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 the Disability Services Office at (Box 2764) 1000 Holt Ave., Winter Park, FL, 37289 or call the Director of Disability Services, Grace Moskola at 407-975-6463, [gmoskola@rollins.edu](mailto:gmoskola@rollins.edu). (8/22/2015)

**Instructor Availability** – If, at anytime, you wish to discuss class-related concerns, particularly those may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. 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.

The best way to contact this instructor is via her Rollins email address. If communication is urgent please email, text, and leave a voicemail message. Thank you.

**Course And Instructor Evaluation** – At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

## CLASS SCHEDULE

Subject to Change

Week	Class Topics	Assignment Due
5/31	<p><b><u>Practitioner Variables</u></b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Introduction &amp; Syllabus Overview</li> <li>• Self-Assessment Exercise</li> <li>• Overview of Ethics and Professionalism               <ul style="list-style-type: none"> <li>○ Mandatory vs. Aspirational Values</li> <li>○ Principle Ethics vs. Virtue Ethics</li> <li>○ Moral Decision-Making Principles</li> </ul> </li> <li>• Ethical guidelines               <ul style="list-style-type: none"> <li>○ ACA Code of Ethics</li> <li>○ AMHCA Code of Ethics</li> <li>○ AAMFT Code of Ethics</li> <li>○ Other Ethical Codes</li> </ul> </li> </ul>	<p><b><u>Reading Assignment</u></b>  <b>Articles</b> on Blackboard            Shanks, T., <i>"Everyday Ethics,"</i>              Csongradi, C., <i>"Bioethics, A new look at on old debate"</i>              Kidder, R., "How Good People Make Tough Choices"              Chapter 1: Introduction to Professional Ethics              Chapter 2: The Counselor as a Person and a Professional</p>
6/14	<p><b><u>Practitioner Variables &amp; Ethical Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Moral Development Assessment</li> <li>• Values Conflict Discussion</li> <li>• Multiculturalism and Ethics</li> <li>• Formation of Case Analysis Groups</li> </ul>	<p><b><u>Reading Assignment</u></b>  <b>Articles</b> on Blackboard            Ethics Resource Center, <i>"The PLUS Decision Making Model"</i>              Markkula Center for Applied Ethics, <i>"A Framework for Thinking Ethically"</i>              Chao, R.C. (2012). Racial/ethnic identity, gender-role attitudes, and multicultural counseling competencies: The role of multicultural counseling training            Chapter 3: Values and Helping Profession              Chapter 4: Multicultural Perspective and Diversity Issue    <b>Oral Quiz on Code of Ethics (Preamble and Section A)</b></p>

6/21	<p><b><u>Ethics, Laws and Professional Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Confidentiality, Privilege. And HIPPA <ul style="list-style-type: none"> <li>○ Confidentiality vs. Privilege Communication</li> </ul> </li> <li>• Records and Documents <ul style="list-style-type: none"> <li>○ Client records</li> <li>○ Ownership</li> <li>○ Confidentiality</li> <li>○ Law Suits</li> <li>○ Records and technology</li> </ul> </li> <li>• Informed Consent</li> <li>• Case Analysis Group discussion on morals and ethics development <ul style="list-style-type: none"> <li>• Quick Test of Your Ethical Beliefs (HANDOUT)</li> <li>• Questions for Ethical Genogram (HANDOUT)</li> <li>• Concepts Outlined in Class</li> </ul> </li> </ul>	<p><b><u>Reading Assignment</u></b> <b>Florida Statute</b></p> <ul style="list-style-type: none"> <li>• Counselor Licensing Law Statute Chapter 491 Administrative Rules 64B-4</li> </ul> <p>Chapter 5: Client Rights and Counselor Responsibilities</p> <p>Chapter 6: Confidentiality: Ethical and Legal Issues</p> <p><b>Article</b> on Blackboard Henderson, K.L. (2013). Mandated reporting of child abuse: Considerations and guidelines for mental health counselors.</p> <p><b>Oral Quiz on ACA Code of Ethics (Section B)</b></p>
6/28	<p><b><u>Ethics, Laws and Professional Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Professional Boundaries <ul style="list-style-type: none"> <li>○ Dual relationships</li> <li>○ Role boundary issues</li> </ul> </li> <li>• Duty to Report, Warn, and/or Protect <ul style="list-style-type: none"> <li>○ Crimes, domestic violence, child abuse</li> <li>○ HIV/AIDS</li> <li>○ Practical Risk Management Guidelines</li> </ul> </li> </ul>	<p>Chapter 7: Managing Boundaries and Multiple Relationships</p> <p>Chapter 8: Professional Competence and Training</p> <p><b>Articles</b> on Blackboard</p> <p><b>Due:</b> Professional Statement and Informed Consent</p> <p><b>Oral Quiz on ACA Code of Ethics (Section C)</b></p>

7/5	<p><b><u>Ethics, Laws and Professional Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Managing Your Practice <ul style="list-style-type: none"> <li>○ Community agencies</li> <li>○ Private practice</li> <li>○ Other settings</li> <li>○ Insurance coverage</li> </ul> </li> </ul>	<p>Chapter 9: Ethical Issues in Supervision</p> <p>Chapter 10: Issues in Theory and Practice</p> <p><b>Articles</b> on Blackboard Kocet, M.M. &amp; Herlihy, B.J. (2012). Addressing value-based conflicts within the counseling relationship: A decision making Model</p> <p>Brennan, C. (2013). Ensuring ethical practice: Guidelines for mental health counselors in private practice. <i>Journal</i></p> <p><b>Due:</b> Professional Credential Search</p> <p><b>Oral Quiz on ACA Code of Ethics (Section D)</b></p>
7/12	<p><b><u>Ethics, Laws and Professional Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Case study analysis</li> <li>• Meet in groups for presentation preparation</li> </ul>	<p>Chapter 11: Ethical Issues in Couples and Family Therapy</p> <p>Chapter 12: ethical Issues in Group Work</p> <p><b>Article</b> on Blackboard Richards, D. &amp; Vigano, N. (2013). Online counseling: A narrative and critical review of the literature</p> <p><b>Oral Quiz on ACA Code of Ethics (Section E and F)</b></p>

7/16	<b><u>Application: Case Analysis Presentations &amp; Discussion</u></b> <ul style="list-style-type: none"> <li>• Group #1:</li> <li>• Group #2:</li> <li>• Group #3:</li> <li>• Group #4:</li> <li>• Group #5:</li> <li>• Group #6:</li> </ul>	<b>Due:</b> Case Analysis Presentations Values Paper
7/19	<b><u>Ethics, Laws and Professional Behavior in Practice</u></b> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Review for Final Exam</li> </ul>	Readings to be assigned by instructor  <b>Oral Quiz on ACA Code of Ethics (Section G and H)</b>  <b>Due:</b> Professional Identity Paper
7/26	<b><u>Final Exam</u></b> <ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Short Essay</li> </ul>	<b>Final Exam</b>

### Additional Readings

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- Issacs, M. L. & Stone, C. (2001). Confidentiality with minors: Mental health counselors' attitudes toward breaching or preserving confidentiality. *Journal of Mental Health Counseling*, 23, 342-356.
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