

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 532 / MHCA 525
Ethical & Legal Issues in Professional Counseling / Ethical & Legal Issues in PMHC-A
Syllabus Cover Sheet

This course is delivered in association with Lewis and Clark College's Graduate School in Counseling Program's policies and procedures. These are designed to provide state-of-the-art instruction to entry-level counselors and exceed CACREP minimum accreditation standards. Best practices in counselor education are provided to prepare entry-level counselors that are skilled in their delivery of counseling services that are competent, ethical, multiculturally informed, empirically supported, professionally responsible, and advocacy based. The curriculum foci, course content, learning objectives, instructional methods, assignments, student assessment, and teacher evaluation procedures of this course will meet the following **2016 CACREP Standards**:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Foundational standards within the eight required core curriculum areas.

2.F.1 PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- 2.F.1.a history and philosophy of the counseling profession and its specialty areas
- 2.F.1.b the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
- 2.F.1.c counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 2.F.1.d the role and process of the professional counselor advocating on behalf of the profession
- 2.F.1.e advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.1.j technology's impact on the counseling profession
- 2.F.1.k strategies for personal and professional self-evaluation and implications for practice

2.F.1.l self-care strategies appropriate to the counselor role

3.F.1. HUMAN GROWTH AND DEVELOPMENT

3.F.1.i ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

2.F.2 SOCIAL AND CULTURAL DIVERSITY

2.F.2.a multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

2.F.2.b multicultural counseling competencies

2.F.2.c the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

2.F.2.d the effects of power and privilege for counselors and clients

2.F.2.e help-seeking behaviors of diverse clients

2.F.2.f the impact of spiritual beliefs on clients' and counselors' worldviews

2.F.2.h strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2.F.3 HUMAN GROWTH AND DEVELOPMENT

F.3.i ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

2.F.5 COUNSELING AND HELPING RELATIONSHIPS

2.F.5d ethical and culturally relevant strategies for establishing and maintaining in person and technology-assisted relationships

2.F.5.e the impact of technology on the counseling process

2.F.5f counselor characteristics and behaviors that influence the counseling process essential interviewing, counseling, and case conceptualization skills

2.F.5n processes for aiding students in developing a personal model of counseling

2.F.6 GROUP COUNSELING AND GROUP WORK

2.F.6.g ethical and culturally relevant strategies for designing and facilitating groups

2.F.7 ASSESSMENT AND TESTING

2.F.7.m ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

SECTION 5A: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Specialized content for addiction counseling programs.

5.A. ADDICTION COUNSELING: Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

5.A.2 CONTEXTUAL DIMENSIONS

5.A.2.1 legal and ethical considerations specific to addiction counseling

SECTION 5-C: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Specialized content for clinical mental health counseling programs.

5.C. CLINICAL MENTAL HEALTH COUNSELING: Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

5.C.2 CONTEXTUAL DIMENSIONS

5.C.2.j cultural factors relevant to clinical mental health counseling

5.C.2.l legal and ethical considerations specific to clinical mental health counseling

5.C.3 PRACTICE

5.C.3.c strategies for interfacing with the legal system regarding court-referred clients

Student Assessment and Faculty Evaluation

The student assessment and faculty evaluation procedures in this course will meet the following **2016 CACREP Standards**:

SECTION 4: EVALUATION IN THE PROGRAM

Standards addressing evaluation of the program, assessment of students, and evaluation of faculty and site supervisors.

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

ASSESSMENT OF STUDENTS

- 4.F The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.
- 4.G The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
- 4.H The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

EVALUATION OF FACULTY AND SUPERVISORS

- 4.J Students have regular, systematic opportunities to formally evaluate counselor education program faculty.

Ethical and Legal Issues in Professional Counseling

MHC 532-01

Fall Semester, 2016

Instructor:

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Disclaimer: I am not an attorney. The content of this course may include references to federal, state, and local regulations that govern professional and ethical conduct of counselors. The information that is included in the class is not intended to be legal advice whatsoever. If you need legal advice or assistance with interpreting laws or rule, you may contact any of the following parties:

- Your professional liability insurance provider
- Oregon Board of Licensed Professional Counselors and Therapists:
 - <http://www.oregon.gov/OBLPCT/pages/index.aspx>
- Oregon State Bar:
 - <https://www.osbar.org/index.html>

Course credit: 2 semester hours

Required textbook:

Welfel, E. R. (2015). *Ethics in counseling & psychotherapy: Standards, research, and emerging issues* (6th ed.). Brooks/Cole: Belmont, CA.

Overview: As new counselors entering a very complex and highly ambiguous field, it is critically important to recognize and understand ethical dimensions in our profession. As you will see, strong ethics are the foundation for competent counseling services. This class will help develop your professional ethics, and enhance your skills and competence with the primary goal being client safety and welfare. In this course, you are expected to keep up with the assigned readings and to contribute actively in each and every class session.

This course will help you to develop a wide knowledge base, critical thinking and ethical decision making skills in all aspects of your counseling work. In our class, you will learn about specific ethical and legal issues and develop ways of thinking that enhance your professionalism. You will be challenged to increase your level of awareness, sensitivity, and understanding of ethical principles in counseling. The goals for this class are to increase your desire and diligence for a high level of ethical awareness and ethical performance in your future professional counseling.

Course Documents: This class will not be using a web-based discussion portal (such as Moodle, Canvas, Blackboard, etc.). I will provide you access to a Dropbox folder which contains important course documents and readings. Students who are unfamiliar with Dropbox can access online video tutorials by performing a YouTube search.

Attendance, preparation for and participation in class discussions (20 points): The class structure is based on William Fawcett Hill's method of learning through discussion (LTD). The primary aim of LTD is to engage students in a higher level of critical thinking through student-led discussions with one another. To achieve this, students will expand their role to that of discussion leaders, and instructors to modify their roles from lecturer to process facilitators. This LTD procedure will be new to many students, and some may experience a mild form of "adjustment anxiety" as they learn to master the set of learning-centered techniques. Please be advised that LTD requires more work than the typical lecture of lecture-discussion class. It also requires a high level of participation by all students. At the end of the course, students typically report that the LTD method has been an effective and highly satisfying method to their "higher order" learning and advancement of their critical thinking skills. I ask that you remain open minded to the LTD procedure and to be gentle with yourself as you learn new studying techniques and discussion leadership skills. I will support your academic and professional development through constructive coaching and supportive encouragement. On-time attendance, preparation, and participation are central components of the overall class structure, and therefore will count for 20% of your final grade.

Nota bene: Students who do not meet the minimum attendance requirements will need to meet with their academic advisors. Students who turn in two (2) late assignments will need to meet with me. Students who turn in three (3) late assignments will need to participate in a phone conference with their advisors. The purposes of meetings are to identify barriers to academic success and explore ways that will help the student to succeed.

LTD Discussions (20 points): Students will prepare LTD discussion outlines for all assigned readings before the date they are due. You will use the outline to initiate, guide, and monitor the effectiveness of the discussion. I will provide details in the first class on what LTD discussion procedure involves. I will also provide supplemental

readings in the course materials for students who desire a more detailed description or need clarification on this procedure.

LTD Discussions must include all of the following:

- A hard copy of the LTD discussion outline that the leader will use to guide the discussion.
- Initiation by the leader to start, guide, and monitor the effectiveness of each group discussion.
- A discussion of main concepts or terms. Students must contribute definitions that are provided in the readings and offer definitions using their own words.
- A statement to clarify definitions and a question to help students who are unclear better understand the meaning of concepts or terms.
- Providing an example to illustrate a concept or term.
- A statement in your own words about what the assignment is about.
- A question to help group members to state in their own words what the assignment is about.
- A statement in your own words that demonstrates your understanding or interpretation of the assignment.
- A question to help members make a statement that demonstrates their understanding or interpretation of the assignment.
- A statement in your own words about the author's major themes. Address what the author is saying (as opposed to your opinion about the content or presentation of the material).
- A statement in your own words about the essential elements of the author's presentation.
- A question to help members state in their own words the essential elements of the author's presentation.
- A statement in your own words about the meaning or usefulness of the new material in understanding other ideas or concepts.
- A question to help group members to state in their own words the meaning or usefulness of the new material to understand ideas or concepts.
- A statement in your own words about how the new material contradicts, substantiates, or amplifies some previously developed point.
- A question to help group members explain how the material contradicts, substantiates, or amplifies some previously developed point.
- A compact summary of the points that others have made.

- A statement about puzzling aspects of the material that are giving the group trouble.
- A question to help members state the puzzling aspects of the material that are giving the group trouble.
- Paraphrasing or restating what group members have said.
- A comment on something that a member says that is particularly helpful.
- A statement about why and how the new material can be useful to members.
- A question to help members state why and how the new material can be useful to the group.
- An example of how you might apply the information or use the knowledge.
- A question to help members provide an example of how s/he might apply the information or use the knowledge.
- Constructing a situation for which the information can be useful.
- A question to help a member construct a situation for which the information can be useful.
- An example that you know of that the new material helps explain or helps you to understand.
- A question to help members to provide an example that s/he knows of that the new material helps explain or helps her/him to understand.
- An evaluation statement about the new material and details about how well the author arrived at her/his conclusion.
- A question to help members to make a statement about the new material and details about how well the author arrived at her/his conclusion.
- A statement about why and how you think the new material is or is not useful.
- A question to help members state why and how they think the new material is or is not useful.

- The discussion leader is expected to:
 - Begin and end the discussion on time.
 - Promote a warm and friendly atmosphere.
 - Cover all the steps in the LTD protocol.
 - Bring all members into the discussion.
 - Manage behaviors that are disruptive or nonfunctional.
 - Keep the group on topic.
 - Monitor the group's effectiveness toward achieving the discussion goals.
 - Discuss with the instructor all difficulties that the group is having.

- **Enjoy yourself!**
- Group members are expected to:
 - Wherever possible, avoid participating in groups containing close friends, roommates, or romantic interests.
 - Promote a warm and friendly atmosphere.
 - Ask questions to gain clarification about material that you do not understand.
 - Encourage on another.
 - Stay on topic.
 - Compromise when necessary.
 - Remain open minded.
 - **Enjoy yourself!**

LTD Discussion Rubric:

- Excellent: LTD discussions include all of the required elements. Member comes prepared at all times and participates consistently. Member consistently initiates or heightens the advanced level of the discussion. Member consistently helps others to engage in deep learning. Member consistently remains open minded to others with different worldviews. Member consistently behaves in a focused and helpful manner. Member consistently contributes statements and questions that demonstrate a high level of critical thinking, analysis, connection of ideas to other works, and application of concepts. Member consistently provides examples that incorporate concepts and authors' arguments. Member consistently addresses nonfunctional behaviors directly and respectfully.
- Satisfactory: LTD discussions include all the majority of the required elements. Member initiates or heightens the advanced level of the discussion the majority of the time. Member helps others to engage in deep learning the majority of the time. Member consistently remains open minded to others with different worldviews. Member behaves in a focused and helpful manner. Member contributes statements and questions that demonstrate a high level of critical thinking, analysis, connection of ideas to other works, and application of concepts. Member provides examples that incorporate concepts and authors' arguments the majority of the time. Member consistently nonfunctional behaviors directly and respectfully.
- Unsatisfactory: LTD discussions do not all of the required elements. Member does not participates. Member does not initiate or heighten the advanced level of the discussion. Member does not helps others to engage in deep learning.

Member does not remain open minded to others with different worldviews. Member does not behave in a focused and helpful manner. Member does not contribute statements and questions that demonstrate a high level of critical thinking, analysis, connection of ideas to other works, and application of concepts. Member does not provide examples that incorporate concepts and authors' arguments. Member does not address nonfunctional behaviors directly or self-correct.

LTD Discussion Outlines: (20 points): Students are required to turn in hard copies of their LTD discussion outlines for each assigned reading at the beginning of each class. The outlines must be 1-page each, 12 point font. Notwithstanding emergencies, students who cannot attend class are expected to email copies of their LTD discussion outlines on or before the date that they are due. The outlines must include all of the elements. Please staple the outlines in the exact order of the readings. As a heading, please include the following:

1. Student's name
2. Date
3. Name of the article

LTD discussion handouts must include the content described below. This is an outline, so I ask that you please be concise, clear, and complete in your writing. Please use the following format to develop your discussion handouts:

- I. Definition of terms and concepts
 - a. **List and define the words or concepts that are central to the article.** An exemplary response would be, "Woodcock does not explicitly define *informed consent* in the article. Using the definitions by Pomertantz (2012), Knapp et al. (2006), and Welfel (2015), informed consent means *empowered collaboration* or shared decision making between the client and counselor about the client's care. This involves the honest and unbiased sharing of relevant information so that the client can make the decision about whether to start and remain in counseling."
 - b. **List and define words or concepts that are unfamiliar or difficult for you to understand.**
 - c. **Define and explain one of the concepts using your own words.** An exemplary response would be, "Informed consent involves a counselor disclosing both the benefits and risks of counseling, so that a client can make a decision about whether to start and remain in counseling based on this information."

- d. **Give an example to clarify the meaning of a concept.** An exemplary response would be, “a client needs to know—and agree to—a counselor’s fees before entering into the relationship.”

II. Statement of the author’s message

- a. **State in your own words what you think the assignment was all about.** An unacceptable response would be, “The topic is about informed consent and autonomy.” An exemplary response would be, “The Woodcock article was chosen to show the ethical complexities of informed consent. I believe the purpose was to show us that there are no clear answers when it comes to ethical dilemmas.”
- b. **Frame a question that will encourage someone else to state what the assignment was about. The goal of the question is to provide group members the opportunity to practice explaining the nature of the assignment from their own perspectives.** An unacceptable response would be, “Would someone tell the group what the assignment is about?” An exemplary response would be, “Would someone tell the group why the Woodcock article on abortion counseling was chosen to address the problems with informed consent?”
- c. **State in your own words what the author’s main purpose was for writing on the topic.** An unacceptable response would be, “Woodcock was showing us that abortion counseling creates an informed consent dilemma.” An exemplary response would be, “Woodcock’s purpose for writing this article was to show that a general standard cannot resolve the ethical dilemma with informed consent. Instead, counselors must be proficient in trust-building and skilled in using practical judgment when choosing how much to share with a client about the benefits and risks of counseling.”

III. Statement of the author’s message

- a. **In your own words, state the author’s overall main point or argument.** An unacceptable response would be, “Woodcock’s article is showing that there are ethical dilemmas when it comes to informed consent with women who are seeking abortion counseling.” An exemplary response would be, “Woodcock is arguing that counselors need to develop a relational sensitivity when deciding how much to share with women who are seeking abortion counseling. Counselors must also use practical judgment to achieve this. Emotional sensitivity and judicious selection of

psychoeducational content will help abortion counselors to navigate the challenging dilemmas that correspond to informed consent."

- b. **Frame a question that will help group members to state the author's overall main point or argument in their own words.** An unacceptable response would be, "What did you put for this answer?" An exemplary response would be, "The author presents a thought provoking argument on how to manage the informed consent dilemma. What is the main point he is trying to make here?"

IV. Identification of major themes

- a. **Identify three (3) or four (4) subtopics that the author presented. Headings and subheadings are strong clues to subtopics and themes.**
- b. **Use your own words to explain each subtopic or theme that you referenced under "a" above.** An unacceptable response would be, "Woodcock discusses autonomy which is one of the ACA ethical standards." An exemplary response would be, "Woodcock argues that there is an ethical dilemma connected to women being fully informed about the goals in abortion counseling. He explained that many counselors and policy makers are pro-life, and thus share a goal in reducing the rates of abortion (especially unplanned pregnancies). A counselor's personal value can lead to interventions that are biased or even mistruthful. Emphasizing the emotional risks and omitting information that is relevant to her decision can violate her autonomy and right to self-determination. On the other hand, giving truthful information (such as information about fetal development) may cause her emotional suffering, and compromise her ability to make the best decision for herself. The ethical dilemma becomes, "how much information should I share so that my client can make an informed decision about whether or not she will have an abortion?" Woodcock asserts that this double bind cannot be resolved through a blanket set of standards. Instead, counselors must consider a woman's right to decide which requires a high degree of competence."
- c. **Comment on why the author presented the material in that particular order. Were ideas presented in a logical order?** An unacceptable response would be, "The author's ideas flowed in a logical order that was easy to understand." An exemplary response would be, "Woodcock's discussion of the ethical dilemma regarding informed consent helped to provide the necessary background so the reader could understand the

case *against* full disclosure.”

- V. Integration of material with other knowledge
- a. **State the meaning or usefulness of the new material in understanding other ideas or concepts.** An unacceptable response would be, “This article was great.” An exemplary response would be, “The Woodcock article helped me to better understand the complexities of informed consent. I can see the connection between how information is needed so that a client can make an autonomous decision about her/his care.”
 - b. **Phrase a question that will stimulate group members to see how the new material fits into what they have studied previously.** “An unacceptable response would be, “What did you write down for this answer?” An exemplary response would be, “Let’s say you are working with a client who recently moved here from another country. What would you need to think about regarding her preference for what kind of information she needs to make an informed decision about whether to consent to counseling?”
 - c. **State how the new material contradicts, substantiates, or amplifies some previously developed point.** An unacceptable response would be, “We talked about this in last week’s discussion. Informed consent is very important.” An exemplary response would be, “I reread through the ACA Code of Ethics (2014) on informed consent (Section A.2). The standards reference ‘adequate information’ when describing requirements for the nature and amount of information that counselors must provide so that the client can give informed consent. In addition, the standards require counselors to ‘...inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services...’ Given the somewhat vague language, the ACA standards leave room for interpretation. I also read the NASW (2008) Code of Ethics, which state that “‘Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception (Section 4.04).’ The NASW ethical standards are clearer about requirements to be honest at all times. It could be argued that Woodcock’s recommendation to judiciously withhold information from clients would be allowable under the ACA Code, but not the NASW Code.”

VI. Application of the material to self

- a. **State why and how the new material is useful to you.** An unacceptable answer would be, “This information is useful because I need to know it as a new counselor.” An exemplary response would be, “The Woodcock article helped me to better understand what is meant by informed consent, and how it relates to my responsibility for promoting a client’s autonomy. I personally value autonomy, which I define as the freedom to make my own choices.”
- b. **Give examples of how you might apply it or how the knowledge of it may be useful to you.** An unacceptable answer would be, “I had an abortion and it was terrible. No one helped me through it. The author doesn’t know what he’s talking about.” An exemplary response would be, “Imagining I was a woman seeking abortion counseling, I would want to know everything—even if it was upsetting. I would hate to look back and regret a decision that I had made without having all of the information that I needed. As I think about it, I would probably search the internet to get as much information as I could. In terms of how this applies to my counseling work, I will strive to provide the truth, the whole truth, and nothing but the truth. I will be sensitive to clients’ emotional needs and support them through difficult times. I will also encouraged clients who are experiencing health problems to also seek information from their physicians and support from their loved ones. I am conflicted as to whether I will recommend that clients perform web searches, as this can provide misinformation or scare them. I probably will not recommend web searches, as this could do them harm.”
- c. **Compare to your own experience the author’s reasons for thinking it worthwhile.** An unacceptable response would be, “Woodcock supports lying to clients, which is against my moral code.” An exemplary response would be, “I believe that Woodcock advocates for doing no harm to clients, especially from biased policy makers who have the authority to remove our rights. This is congruent with my moral code. Woodcock and I also agree about the importance of trust in the therapeutic relationship and being truthful when presenting information to clients. I disagree with Woodcock about withholding parts of information from clients, even if it is distressing. This article put into focus my own values and how they interface with the professional standards.”

- d. **Give an example you know of that the new material helps to explain or helps you to understand.** An unacceptable response would be, “This kind of thing happens all the time at the community counseling center where I work. Clients get lied to all the time.” An exemplary response would be, “This article made me think about whether patients receive enough information on the potential benefits and risks (especially side effects) of antidepressant medication. Some prescribers are quick to write a prescription, but do not take the time to provide all of the information. These medications can lead to serious health consequences such as metabolic disorder, serotonin syndrome, or even suicide. Personally, I feel it is my duty to disclose as much as I can about both the benefits and risks of counseling.”

VII. Evaluation of the author’s presentation

- a. **Pose a question to help group members evaluate the new material, comment on the validity of the arguments, comment on the author’s choice of evidence, or comment about the author’s conclusion.** An unacceptable response would be, “So what did you think of the article—was Woodcock convincing?” An exemplary response would be, “What was Woodcock’s strongest argument? His weakest? If he were to rewrite the article, what improvements would you suggest?”
- b. **State why and how you think the new material is or is not useful.** An unacceptable response would be, “This makes sense. I will be sure that all of my clients give informed consent before we work together.” An exemplary response would be, “The subject is controversial and may turn some audiences off. I believe that the section on “the case against full disclosure” is a useful discussion for counselors to have. His discussion can help counselors to evaluate what kind and how much information should be disclosed to clients. It can also be used as a springboard to help counselors have higher self-awareness, especially of their personal values, beliefs, and biases. From a broader lens, counselors can explore their understanding about autonomy. In addition, counselors can examine power differentials that are created when a counselor (not the client) decides what information is best to share. Woodcock argues against paternal power, yet also argues that the counselor should decide what information should—or should not—be shared with the client. In a way, this is like a parent deciding what he will tell his child and when he will tell it.”

- c. **Pose a question that will help the group to test the usefulness of specific points.** An unacceptable response would be, “Is abortion wrong?” An exemplary response would be, “Woodcock argues that policy makers can be biased against abortion, especially unplanned pregnancies. What type of advocacy is needed to ensure that policies do no harm to clients?”

LTD Discussion Handout Rubric:

- Excellent: Includes all of the LTD components; concepts are well defined; demonstrates a high level of critical thinking, analysis, connection of ideas to other works, and application of concepts; provides an example illustration that incorporates concepts and authors’ arguments; offers prompts that are designed to stimulate an high level discussion by group members. See above for examples.
- Satisfactory: Includes all LTD components, demonstrates an adequate level of basic understanding; provides a basic definition of concepts; provides a basic summary of the author’s main ideas; demonstrates a basic understanding about how the information connects to other concepts; gives examples that illustrate application of material; offers prompts that are designed to
- Unsatisfactory: Turned in late or has incomplete content; concepts are defined vaguely or are missing; demonstrates a lack of understanding of main ideas and how these connect to existing knowledge; provides examples that are off topic; gives prompts that do not stimulate discussion. See above for examples.

Ethics Autobiography Paper (20 points): This will count as your midterm “exam” grade.

The purpose of this assignment is to help students to articulate the personal beliefs and values that they are bringing to the study of professional ethics. Self-awareness of these is essential, so that students can reconcile their own beliefs with the professional code of ethics. Self-awareness of personal biases is also a critical foundation to help students recognize those personal biases that they may need to suspend in their work with clients.

Students will write an autobiographical paper that discusses their personal beliefs and biases. Students are asked to focus their writing on personal experiences, and thus should not include references to the professional codes or laws. The paper should be written in 12-point font and not exceed six (6) pages. Rubrics for the assignment are provided in a supplemental document.

Please answer the following questions in your papers:

1. Growing up, what did you learn about “right” and “wrong?” Provide one example of an instance when you were rewarded or praised for “doing the right thing.”
2. Provide one example from your childhood of an instance when you were punished or scolded for breaking a rule or “doing the wrong thing.”
3. Growing up, what person had the biggest impact on helping you to learn about the “right” things to do? Who was your moral role model?
4. Growing up, what person had the biggest impact on helping you to learn about the “wrong” things to do? Who served as an example of someone whom you did not want to grow up to be like?
5. Provide three examples of “rules” that you learned as a child. Who taught you these rules and how did you learn them?
 - a. Family: rules about communication, conduct, conflict with family members, rules about the role of the wife, rules about the role of the husband, rules about the role of daughters, rules about the role of sons, etc.
 - b. Non-familial relationships: rules about what friendship means, how friends behave together, what friends do together, etc.
 - c. Health: rules about sleep, diet, exercise, wellness, management of illness, etc.
 - d. Leisure: rules about “having fun,” “acceptable” recreation, “unacceptable” recreation, etc.
 - e. Finances: rules about money management, spending, saving, sharing, giving away, etc.
 - f. Legal: which rules you must follow, which rules you could break, etc.
 - g. Education and Work: rules about working, rules about work ethic, rules about what occupations that you pursue “when you grew up,” rules about occupations that you could not pursue “when you grew up,” etc.
 - h. Those who are different: rules about persons of a different cultural background, rules about women, rules about LGBTQI persons, etc.
6. Provide an example describing how your attitude, believe, or bias and changed from when you were a youth to after becoming an adult. Explain what circumstances changed your mind.
7. Give an example of a challenging decision that you had to make regarding “right” and “wrong.” This example should involve a decision for which you are proud and would make again if given the opportunity.

8. Give an example of a challenging decision that you had to make regarding “right” and “wrong.” This example should involve a decision for which you were not proud and would do differently if given the opportunity.
9. Provide one example about a strong *negative* opinion that you have about a “controversial” matter. Examples of “controversial” matters: politics, abortion, religion, pornography, persons with substance use disorders, persons who identify as LGBTQI, gay marriage, same sex parents, poor families, persons with personality disorders, persons who have committed murder or sex offenses, persons who work in the sex industry, persons who deal drugs, etc.
10. Comment on what this assignment helped you to learn about yourself in regard to how your personal values, beliefs, and biases influence the way you approach ethical dilemmas.

Group Poster Project: (20 points): This will count as your final “exam” grade.

The purpose of this assignment is to demonstrate your mastery of concepts, principles, guidelines, standards, regulations, and decision making models as they related to the practice of ethics in counseling.

Students will work in small groups and design a poster presentation. In preparing the poster, students will select an ethical standard from the ACA Code of Ethics and design a case scenario illustrating an ethical dilemma. The poster will include each component of Welfel’s (2015) Model for Ethical Practice. The group will present the poster to the class. The following items must be included on the poster:

- A brief summary of the ethical dilemma case.
- An illustration of Welfel’s (2015) model, with details on how each step was addressed.
 - How the group developed an ethical sensitivity
 - Description of the facts, stakeholders, and sociocultural context of the case
 - A summary of central issues and available options
 - Reference to professional standards and laws/regulations
 - Ethical scholarship that the group used to determine resolution options
 - A summary of application of ethical principles to the case
 - A summary of whom the group consulted with (supervisors and colleagues)
 - A summary of what was decided and why specific actions were selected
 - A summary on how the group would inform supervisors, implement the actions, and document the decision-making process and actions.

- A summary of reflections from the group about the process
- A summary of no more than three (3) ethical standards that are relevant to the case (including scholarly definitions of each standard).
- Reference from the section and language from the ACA Code of Ethics
- Language and rule references from federal and state regulations that govern ethical conduct of counselors.
- Summary of three (3) scholarly publications that the group used in their research.
- A statement about how this assignment helped the group to build competence as counselors
- Any other relevant information that the group sees fit

Rubrics for the group poster project:

- Excellent: The poster and presentation demonstrate mastery of: defining main terms and concept, identification of appropriate standards, identification of appropriate regulations, incorporation of scholarly work, generalization of ethical decision making skills, application to practice, synthesis of methods to problem solving and critical thinking, and objective evaluation of their process.
- Acceptable: The poster and presentation demonstrate a basic cognitive grasp of: defining main terms and concept, identification of appropriate standards, identification of appropriate regulations, incorporation of scholarly work, generalization of ethical decision making skills, application to practice, synthesis of methods to problem solving and critical thinking, and objective evaluation of their process.
- Unacceptable: The poster and presentation omit any of the elements or do not show a basic cognitive grasp in the areas above.

Required readings:

American Counseling Association (2014). ACA Code of Ethics. Retrieved from: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Ashby, G. A., O'Brien, A., Bowman, D., Hooper, C., Stevens, T., & Lousada, E. (2015). Should psychiatrists 'Google' their patients? *BJPsych Bulletin*, 39, 278-283. doi: 10.1192/pb.bp.114.047555

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Borkosky, B., & Smith, D. M. (2015). The risks and benefits of disclosing psychotherapy records to the legal system: What psychologists and patients need to know for informed consent. *International journal of law and psychiatry*, *42*, 19-30. doi: [10.1016/j.ijlp.2015.08.003](https://doi.org/10.1016/j.ijlp.2015.08.003)

Cottone, R. R. (2001). A social constructivism model of ethical decision making in counseling. *Journal of Counseling and Development*, *79*, 39-45.

Ellis, E. M. (2012). What are the confidentiality rights of collaterals in family therapy?. *The American Journal of Family Therapy*, *40*, 369-384. doi: 10.1080/01926187.2012.677705

Fisher, C. B., & Oransky, M. (2008). Informed consent to psychotherapy: Protecting the dignity and respecting the autonomy of patients. *Journal of clinical psychology*, *64*, 576-588. 10.1002/jclp.20472

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Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client searches, informed consent, and disclosure. *Professional Psychology: Research and Practice*, *45*, 11-19. doi: [10.1037/a0033478](https://doi.org/10.1037/a0033478)

Johnson, Y. M., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work*, *54*, 220-231. doi: 10.1093/sw/54.3.220

Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling & Development*, *92*, 180-186. doi: 10.1002/j.1556-6676.2014.00146.x

Koocher, G. P. (2008). Ethical challenges in mental health services to children and families. *Journal of Clinical Psychology*, *64*, 601-612. doi: 10.1002/jclp.20476

Lawson, G. (2007). Counselor wellness and impairment: A national survey. *The Journal of Humanistic Counseling*, *46*, 20-34.

Lester, D., & Leenaars, A. A. (1996). The ethics of suicide and suicide prevention. *Death studies, 20*, 163-184. doi: 10.1080/07481189608252748

Levi, B. H., & Portwood, S. G. (2011). Reasonable suspicion of child abuse: Finding a common language. *The Journal of Law, Medicine & Ethics, 39*, 62-69. doi: 10.1111/j.1748-720X.2011.00550.x

Oregon Secretary of State (2010). Distance Counseling: Oregon Administrative Rules: Chapter 833, Division 90. Retrieved from: http://arcweb.sos.state.or.us/pages/rules/oars_800/oar_833/833_090.html

Oregon Secretary of State (2010). Code of Ethics: Oregon Administrative Rules: Chapter 833, Division 100. Retrieved from: http://arcweb.sos.state.or.us/pages/rules/oars_800/oar_833/833_100.html

Oregon Secretary of State (2016). Compliance: Oregon Administrative Rules: Chapter 833, Division 110. Retrieved from: http://arcweb.sos.state.or.us/pages/rules/oars_800/oar_833/833_110.html

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Weld, C. & Eriksen, K. (2007). The ethics of prayer in counseling. *Counseling and Values, 51*, 125-138.

Welfel, E. R. (2013). *Ethics in counseling & psychotherapy: Standards, research, and emerging issues (5th ed.)*. Brooks/Cole: Belmont, CA.

Wise, E. H. (2008). Competence and scope of practice: Ethics and professional development. *Journal of clinical psychology, 64*, 626-637. doi: 10.1002/jclp.20479

Woodcock, S. (2011). Abortion counselling and the informed consent dilemma. *Bioethics, 25*, 495-504. doi: 10.1111/j.1467-8519.2009.01798.x

Optional (recommended) readings:

Bashe, A., Anderson, S. K., Handelsman, M. M., & Klevansky, R. (2007). An acculturation model for ethics training: The ethics autobiography and beyond. *Professional Psychology: Research and Practice, 38*, 60-67. doi: [10.1037/0735-7028.38.1.60](https://doi.org/10.1037/0735-7028.38.1.60)

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Gibson, W. T., & Pope, K. S. (1993). The ethics of counseling: A national survey of certified counselors. *Journal of Counseling & Development, 71*, 330-336. doi: 10.1002/j.1556-6676.1993.tb02222.x

Goethals, S. C., & Schwiebert, V. L. (2005). Counseling as a critique of gender: On the ethics of counseling transgendered clients. *International Journal for the Advancement of Counselling, 27*, 457-469. doi: 10.1007/s10447-005-8206-8

Hartley, M. T., Tarvydas, V. M., & Johnston, S. P. (2015). The ethics and practice of social media advocacy in rehabilitation counseling. *Journal of Rehabilitation, 81*, 42-51.

Hendricks, B., Bradley, L. J., Brogan, W. C., & Brogan, C. (2009). Shelly: A case study focusing on ethics and counselor wellness. *The Family Journal, 17*, 356-359. doi: 10.1177/1066480709348034

Hoop, J. G., DiPasquale, T., Hernandez, J. M., & Roberts, L. W. (2008). Ethics and culture in mental health care. *Ethics & Behavior, 18*, 353-372. doi: 10.1080/10508420701713048

Long, M., & Jenkins, M. (2010). Counsellors' perspectives on self-harm and the role of the therapeutic relationship for working with clients who self-harm. *Counselling and Psychotherapy Research, 10*, 192-200.

Peluso, P. R. (2006). Expanding the use of the ethical genogram: Incorporating the ethical principles to help clarify counselors' ethical decision-making styles. *The Family Journal, 14*, 158-163. doi: 10.1177/1066480705285569

Pomerantz, A. M., & Grice, J. W. (2001). Ethical beliefs of mental-health professionals and undergraduates regarding therapist practices. *Journal of clinical psychology, 57*, 737-748. doi: 10.1002/jclp.1046

Rutkow, L., Gable, L., & Links, J. M. (2011). Protecting the mental health of first responders: legal and ethical considerations. *The Journal of Law, Medicine & Ethics, 39*, 56-59. doi: 10.1111/j.1748-720X.2011.00567.x

Wilkins, D. (2012). Ethical dilemmas in social work practice with disabled people: The use of physical restraint. *Journal of Intellectual Disabilities, 127-133*. doi: 10.1177/1744629512444986

Weekly Assignments

Due Date	Readings
9/6/2016	Student & Teacher Introductions Syllabus Overview of the LTD Model Case Study
9/13/2016	Welfel Ch. 1: Introduction to Professional Ethics ACA Code of Ethics OARs Distance Counseling OARs BLPCT Code of Ethics OARs BLPCT Compliance 42 CFR Part 2 45 CFR Part 164
9/20/2016	Reminder: Ethic Autobiography Paper is due Welfel Ch. 2: A Model for Ethical Practice Cottone (2001) Kocet, et al. (2014)
9/27/2016	Welfel Ch. 3: Ethical Practice in a Multicultural Society Glaser (2009) Johnson (2009) Weld et al. (2007)

- 10/4/2016 Welfel Ch. 4: Competence to Practice
Gutridge (2010)
Koocher (2008)
Lester et al. (1996)
Wise (2008)
- 10/11/2016 Welfel Ch. 5: Confidentiality
Ashby et al. (2015)
Borkosky et al. (2015)
Ellis (2012)
Schen (2012)
- 10/18/2016 Welfel Ch. 6: Informed Consent
Fisher et al. (2008)
Harris et al. (2014)
Woodcock (2001)
- 10/25/2016 Welfel Ch. 7: Sexualized Relationships with Clients
Barnett (2014)
- 11/1/2016 Welfel Ch. 8: Nonsexual Multiple Relationships and Boundary Issues
Gonyea et al. (2014)
Levi (2011)
- 11/8/2016 **Reminder: Group Posters are due**
Welfel Ch. 11: Responsibilities for Self and Colleagues
Lawson (2007)

Grading: Grading will follow the guidelines Lewis & Clark Graduate School of Education and Counseling Graduate Catalog:

<http://docs.lclark.edu/graduate/policyprocedures/academic>

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.