

**CPSY 510-02 Ethical and Legal Issues in Professional Counseling
Fall 2009
Course Syllabus**

I. General Information

Instructor: Susan Dale, Ph.D.

Office hours: Wednesdays at 12:30 (prior to class) and other times by appointment

Contact Information: Phone: 503-730-1319 or 503-293-1614

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Credit hours: 2

Class Meeting Time: 1:00 – 4:14 PM, Wednesdays October 14 – December 16

Class Location: South Campus Conference Center Room 101

II. Readings

Required text:

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

Required articles:

The articles required are listed at the end of this syllabus: they are brief articles and will inform each week's discussion. All readings from professional journals may be found online through the Lewis and Clark library. Other readings may be found at the websites listed.

III. Catalog description

Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments and treatment plans.

IV. Course Description

Professional ethics provide critical guidance to the provision of all services as counselors. This course will offer an in depth focus on the relevant knowledge, awareness and skills necessary to practice safely and responsibly in counseling and school psychology. Students will engage in dialog throughout the course and work in peer consultation teams to identify and resolve ethical dilemmas and adopt sound ethical and professional practices. Considerations of diversity are extremely important in the context of counseling ethics. Sensitivity to cultural, ethnic, sex/gender, and people with disabilities is imperative in learning how to apply ethical standards in a positive and competent manner to all populations. Students will complete written assignments designed to further awareness and mirror actual standards of the profession.

V. Course Goals and Objectives

Students will explore their personal values as they relate to a professional ethical code. Students will gain knowledge and awareness of the content, application and interrelationship of the ACA Code of Ethics, standards of professional practice, and state and federal mental health statutes.

Students will develop a framework for approaching ethics in counseling from a positive and preventative perspective, striving for the highest standards of the profession.

Students will have an appreciation of cultural influences to ethical reasoning and learn to consider how ACA ethical standards are perceived and applied across different groups of people.

Students will learn to identify and resolve ethical dilemmas using a decision making model they develop in the course.

Students will learn sound risk management practices.

Students will learn about the role of the licensing board and other professional organizations and the steps necessary to complete licensure.

Students and the instructor will share responsibility for creating and maintaining an effective learning environment.

VI. Course Format

The class will include discussion, lecture, and class exercises. The latter will include role play, consultation groups, and other direct exposure to ethical problem solving. Students are required to complete the assigned reading and homework prior to each class and are expected to prepare questions and comments in anticipation of classroom discussion. Ethical practice is a critical competence in counseling psychology and is advanced through ongoing dialog and consultation with colleagues. Classroom participation will establish and mirror this essential professional approach.

VII. Prerequisites

There are no prerequisites for this course.

VIII. Evaluation and Assessment

The final course grade will be based upon the following assignments:

Attendance and participation (25%): The objectives of this course are achieved primarily through active discussion of the concepts presented in the weekly readings; therefore it is essential that students attend all sessions and are prepared to participate actively. Students will be graded on their contributions to classroom discussion and presentation of concepts from the readings.

Ethics Written Assignment (25%): Students will complete a written autobiographical ethics assignment. More information regarding this assignment, including a grading criteria form, will be given out during the first week of class. **Due Week 4.**

Exam (25%): Students will complete a final written exam covering the assigned material and class room content. The exam will be short answer essay, T/F and multiple choice. **Administered Week 8.**

Final Ethics Exam Presentation (25%): Peer consultation teams will be receive a clinical vignette involving a complex ethical situation. Each team will be given a brief consultation time period during class and then will present the case, their decision-making process, and their action plan to the class. Another team will provide feedback. More information regarding this assignment, including a grading criteria form, will be provided during the semester. **Presentations will be during the Final Class period, Week 10.**

Grading system:

A = 90-100

B = 80-89

F = < 80

Missing one class session will require an extra activity; missing more than 1 or not completing the extra assignment will result in a full grade reduction. More than 2 will result in a failure to complete the course.

IX. Proposed Content and Course Calendar

Week	Date	Course Content	Reading Materials
1	10/14/09	Introductions Course Overview Professional Ethics	
2	10/21/09	ACA Code of Ethics Oregon Legal Statutes Ethical Decision Making Models	Text: Chapter 1, 2, 3 Required articles
3	10/28/09	Competence Confidentiality Informed Consent	Text: Chapter 4, 5, 6 Required articles
4	11/4/09	Legal Issues Ethics Autobiography due	Required articles
5	11/11/09	Multiple relationships Professional Boundaries	Text: Chapter 7, 8 Required articles
6	11/18/09	Clinical Supervision Record Keeping	Text: 9 Required articles
7	11/25/09	Thanksgiving holiday break!	☺
8	12//02/09	Written Exam Guest Lecturer TBA	
9	12/09/09	High Risk/Endangering Clients Special Topics Risk Management	Required articles
10	12/16/09	Final Ethical Dilemma Presentations Ongoing Ethical Practice	Required articles

X. Required articles: Bibliography

Week 2: Ethical Guidelines and Legal Statutes

1. ACA Code of Ethics (2005).*
2. State of Oregon summary document: Statutes Pertaining to the Practice of Psychology. <http://www.oregon.gov/OBPE/pdfs/otherstats.pdf> or <http://www.oregon.gov/OBPE> *
3. Barnett, J.E., Behneke, S.H., Rosenthal, S.L., Koocher, G.P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology: Research and Practice*, 38, 7-12.

*Bring these 2 documents to class each week.

Week 3: Competence, Confidentiality and Informed Consent

4. Fisher, M.A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63, 1-13.
5. Barnett, J.E., Wise, E.H., Johnson-Greene, D., & Bucky, S.F. (2007). Informed consent: Too much of a good thing or not enough? *Professional Psychology: Research and Practice*, 38, 179-186.

Week 4: Multiple Relationships and Professional Boundaries

6. Younggren, J., & Gottlieb, M. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice*, 35, 255-260.
7. Campbell, C. D., & Gordon, M. C. (2003). Acknowledging the inevitable: Understanding multiple relationships in rural practice. *Professional Psychology: Research and Practice*, 34, 430-434.

Week 5: Legal Mandates

8. Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice*, 38, 54-59.
9. Oregon Statutes Pertaining to the Practice of Psychology (2008).

Week 6: Clinical Supervision, Other Settings

10. Barnett, J. E., Erickson Cornish, J. A., Goodyear, R. K., & Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice*, 38, 268-275.
11. Gottlieb, M.C., Robinson Gottlieb, M.C., Robinson, K., & Younggren, J.N. (2007). Multiple relations in supervision: Guidance for administrators, supervisors and students. *Professional Psychology: Research and Practice*, 38, 241-247.

Week 7: Holiday Break

Week 8: Final Written Exam and Guest Lecturer

Week 9: High Risk Populations and Special Topics

12. Jobes, D.A., Rudd, M.D., Overholser, J.C., Joiner Jr., T.E. (2008). Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice. *Professional Psychology: Research and Practice*, 38(2), 122-129.
13. Borum, R., & Reddy, M. (2001). Assessing violence risk in *Tarasoff* situations: A fact-based model of inquiry. *Behavioral Sciences and the Law*, 19, 375-385.
14. Hartl, T.L., Zeiss, R.A., Marino, C.M., Zeiss, A.M., Regev, L.G., & Leontis, C. (2007). Clients' Sexually inappropriate behaviors directed toward clinicians: Conceptualization and management. *Professional Psychology: Research and Practice*, 38, 674-681.
15. Younggren, J.N., & Gottlieb, M.C., (2008). Termination and abandonment: History, risk, and risk management. *Professional Psychology: Research and Practice*, 38, 498-504.
16. Fisher, M.A. (2009). Replacing "who is the client?" with a different ethical question. *Professional Psychology: Research and Practice*, 40, 1-7.

Week 10: Final Presentations: Ethical Decision Making Presentations

17. Smith, D. (2003). Ten ways practitioners can avoid frequent ethical pitfalls. *Monitor on Psychology*, 50-54. <http://www.apa.org/monitor/jan03/10ways.html>
18. Smith, D. (2003). In an ethical bind? Here are things every psychologist can do. *Monitor on Psychology*, 61. (continued from previous link)

