

**CPSY 510 Ethical and Legal Issues in Professional Counseling
Fall 2010
Course Syllabus**

I. General Information

Instructor: Susan Dale, Ph.D.

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

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Credit hours: 2

Class Meeting Time: 1:00 – 4:15 PM, Monday October 18 – December 13

Class Location: TBD

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 ethical assessment and resolution.

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 and oral 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 formal decision making model.

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.

510 – Ethical and Legal Issues in Professional Counseling Objectives

1. Knowledge of state, federal, and provincial laws and regulations that apply to the practice of counseling and marriage & family therapy. (CC: 1h, 5e)
2. Knowledge of professional ethics and standards of practice that apply to counseling and the practice of marriage & family therapy. (CC: 1h, 5e)
3. Knowledge of policies and procedures of the practice setting. (CC: 5g)
4. Understanding of the process of making an ethical decisions (CC: all areas)
5. Ability to recognize ethical dilemmas in practice setting. (CC: 5g)
6. Ability to recognize when a legal consultation is necessary (CC: all areas)
7. Ability to recognize when clinical supervision or legal consultation is necessary (CC: all areas)
8. Ability to recognize consultation (CC: 5e)
9. Ability to recognize issues related to ethics, laws, regulations, and professional standards. (CC: 1h)
10. Understand the limitations to confidentiality and parameters of mandatory reporting. (CC: all areas)
11. Understand the need and how to create a safety plan for clients who present with potential self-harm, suicide, abuse, or violence. (CC: 5g)
12. Understand how to take action when ethical and legal dilemmas emerge. (CC: all areas)
13. Know how to report information to appropriate authorities as required by law. (CC: all areas)
14. Understand how to practice within defined scope of practice and competence and how to obtain knowledge of advances and theory regarding effective clinical practice. (CC: 1h)
15. How to obtain license(s) and specialty credentials. (CC: 1e)
16. Understand the necessity of monitoring personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct. (CC: 5g)
17. Understand how to maintain client records with timely and accurate notes. (CC: 5g)
18. When to (how to) consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work. (CC: 5g)
19. The importance of pursuing professional development through self supervision, collegial consultation, professional reading, and continuing educational activities. (CC: all areas)

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 and multiple choice. **Administered Week 7.** More information regarding this exam will be given out weeks prior to the actual exam.

Final Ethics Exam Presentation (25%): Peer consultation teams will 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. 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 9.**

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	10/18/10	Introductions Course Overview Professional Ethics	Text: Chapter 1
2	10/25/10	ACA Code of Ethics Oregon Legal Statutes Ethical Decision Making Models	Text: Chapter 2, 3 Required articles
3	11/1/10	Competence Confidentiality Informed Consent	Text: Chapter 5, 6, 8 Required articles
4	11/8/10	Legal Issues Ethics Autobiography due	Required articles
5	11/15/10	Multiple relationships Professional Boundaries	Text: Chapter 7 Required articles
6	11/22/10	Clinical Supervision Diversity Practice: Ethical Decision Making	Text: 4, 9 Required articles
7	11/29/10	Written Exam Ethical Issues in Specialty areas Practice: Ethical Decision Making	Articles: TBD
8	12/6/10	High Risk/Endangering Clients Special Topics Risk Management	Required articles
9	12/13/10	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> * Request from OBPE.
3. Barnet, 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. Fisher, M.A. (2009). Replacing “who is the client?” with a different ethical question. *Professional Psychology: Research and Practice*, 40, 1-7.

Week 4: Legal Mandates

6. 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.
7. APA Committee on Professional Practice and Standards (2003). Legal issues in the professional practice of psychology. *Professional Psychology: Research and Practice*, 34,(6), 595-600.

Week 5: Multiple Relationships and Professional Boundaries

8. Younggren, J., & Gottlieb, M. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice*, 35, 255-260.
9. 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 6: Diversity; Clinical Supervision

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. Sue, D.W., et al, (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*. 62,(4), 271-286.
- Practice: Ethical Decision Making Presentations**

Week 7: Written Exam

Practice: Ethical Decision Making Presentations

Discussion/Lecture

Possible topics: Confidentiality and Ethics in Internet Age; Military Ethics; Subpoenas and Court Testimony; Forensic Roles; Termination vs Abandonment; Others of Participants' Interest

Week 8: 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*, 39, 405-413.
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.

Week 9: Final Presentations: Ethical Decision Making Presentations

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

Additional Optional Reading:

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.

- Birrell, P.J., (2006). An ethic of possibility: Relationship, risk, and presence. *Ethics and Behavior, 16*(2), 95-115.
- Gottlieb, M.C., Robinson Gottlieb, M.C., Robinson, K., & Youngren, J.N. (2007). Multiple relations in supervision: Guidance for administrators, supervisors and students. *Professional Psychology: Research and Practice, 38*, 241-247.
- 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.
- Johnson, B.W., (2008). Top ethical challenges for military clinical psychologists. *Military Psychology, 20*, 49-62.
- Lehavot, K., Barnett, J.E., & Powers, D. (2010). Psychotherapy, professional relationships, and ethical considerations in the MySpace generation. *Professional Psychology: Research and Practice, 41*, 160-166.
- Oliver, M.N.I., et al. (2004). An exploratory examination of student attitudes toward "impaired" peers in clinical psychology training programs. *Professional Psychology: Research and Practice, 35*, 141-147.
- Papadakis, M.A., et al. (2005). Disciplinary action by medical boards and prior behavior in medical school. *New England Journal of Medicine, 353*:2673-2682.
- Youngren, J.N., & Gottlieb, M.C., (2008). Termination and abandonment: History, risk, and risk management. *Professional Psychology: Research and Practice, 38*, 498-504.
- Zur, O. et al. (2009). Psychotherapist self-disclosure and transparency in the internet age. *Professional Psychology: Research and Practice, 40*, 22-30.