



Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES **COUN 510: Professional Ethics and Law**

5 Credits
Effective: Fall 2020/2021

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This graduate-level course provides a comprehensive overview of professional ethical codes and legal responsibilities as they relate to the practice of counseling and the development of a professional identity as a counselor. Areas of focus include professional boundaries, fiduciary responsibilities, confidentiality, dual relationships, ethical decision making, professional disclosures, power differentials, and professional communication.

Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

COURSE RESOURCES

Required:

Remley, T. P. & Herlihy, B. P. (2020) Ethical, legal, and professional issues in counseling (6th Ed.). Pearson.

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Ed)*. American Psychological Association.

Recommended Additional book for PSC:

Stone, C. (2017) School counseling principals: Ethics and law (4th Ed.). ASCA

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

COURSE OUTCOMES (COs)

This course will prepare students to:

- a) Write a disclosure statement that describes the rights and responsibilities of both the counselor and the client.
- b) Interpret ethical codes in response to the intricate and ambiguous nature of the counseling relationship, to recognize and apply professional ethical standards, including clear and appropriate relationships with clients, colleagues, and the community.
- c) Apply an ethical decision making model to complex scenarios in counseling practice.

- d) Gather information to assess needs and next steps in the counseling process, including evaluation for suicide/homicide risk and reporting requirements for abuse or neglect of children and vulnerable adults.
- e) Understand Washington State's Law related to the counseling profession's ethical and other issues.

Program Learning Outcomes (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Addiction Counseling

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

11. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses.

13. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.

- 1.a. History and philosophy of the counseling profession and its specialty areas
- 1.d. The role and process of the professional counselor advocating on behalf of the profession
- 1.f. Professional counseling organizations, including member benefits, activities, services to members, and current issues
- 1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- 1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1.j. technology's impact on the counseling profession
- 5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 5.e. The impact of technology on the counseling process

CMHC Specialty

- 1.a. History and development of clinical mental health counseling
- 2.a. Roles and settings of clinical mental health counselors
- 2.i. Legislation and government policy relevant to clinical mental health counseling
- 2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- 2.l. Legal and ethical considerations specific to clinical mental health counseling
- 3.e. Strategies to advocate for persons with mental health issues

MCFC Specialty

- 2.o. Ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling
- 3.e. Strategies for interfacing with the legal system relevant to marriage, couple, and family counseling

AC Specialty

- n/a

PSC Specialty

- 2.n. Legal and ethical considerations specific to school counseling

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Ethical Situations	b), c), d), e)	1 (KPI-F)	1.i	2.l	2.o		2.n
2. Assign 2 – Disclosure Stmt	a), e)		1.i, 5.d,	2.i, 2.l	2.o		2.n
3. Assign 3 – Grp Presentation	b), d), e)		1.d, 1.i,	2.l, 3.e, 2.i	2.o, 3.e		2.n
4. Required Readings			1.f, 1.g	1.a, 2.a, 2.k			

Course Schedule

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1	Introduction/Professional Identity of Counselors	Introduction, Chapters 1 and 2		
Week 2	Records and Legal Concerns	Chapters 6 and 8		Assignment 1 Part 1
Week 3	Setting professional boundaries	Chapter 9 and 13		Assignment 1 part 2
Week 4	Children and Vulnerable Population	Chapter 11		Assignment 1 part 3
Week 5	Families and Groups	Chapter 12		
Week 6	Confidentiality and Client Rights	Chapter 4 and 5		Assignment 2
Week 7	Supervision	Chapter 15		
Week 8	Multicultural Considerations and Technology	Chapters 10 and 3		
Week 9	Professional Writing	Chapter 16		Assignment 3
Week 10	Review	NA		Assignment 3

Standards met with required course readings, in-class discussions, and class activities:

CO: n/a

PLO: n/a

CACREP Core: 1.a, 1.d, 1.f, 1.g, 1.i, 1.j, 5.d, 5.e

CMHC: 1.a, 2. i, 2.l, 3.e

MCFC: 2.o, 3.e

AC: n/a

PSC: 2.n

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Clinical Ethical Situations	200
Assign 2: Disclosure Statement	100
Assign 3: Group Presentation and Facilitation of Ethical Issues	200
(Additional Assignments – TBD)	(500)
TOTAL POINTS	1000

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Assign 1 – Clinical Ethical Situations (250 points)

CO: b) c) d) e)

PLO: 1 (KPI-F)

CACREP Core: 1.i

CMHC: 2.1

MCFC: 2.o

AC: n/a

PSC: 2.n

Working with clients requires recognition of the intricate and ambiguous nature of the counseling relationship. Achieving ethical awareness is a dynamic and evolving process. Ethical dilemmas are complex and multifaceted. Direct exposure to people working in the field may enhance the student's understanding of actual ethical dilemmas.

This assignment is worth 250 points collectively and requires two papers and completing one oral presentation.

Part 1 – 1st Paper (100pts): The first paper will be a case study based upon a scenario given to you by your instructor related to the student's specialty area (CMHC, MCFC, PSC). In this paper you will assess the scenario, identify the ethical dilemma(s) and use an ethical decision-making model to evaluate it and make choices as if you were faced with the situation yourself. Pay close attention to issues in the case such as suicidality and/or potential reporting requirements for abuse/neglect. This paper will be four to six-pages in length (excluding the title, abstract, reference sections), double-spaced and in APA 7th edition formatting. In your paper you must including the following elements:

- A summary of the ethical dilemma/situation(s);

- A reference to the relevant standard(s) of practice from the most recent ACA Code of Ethics and/or ASCA Ethical Standards;
- An integration of the personal and professional relevance of the ethical situation by placing yourself in the situation and applying an approved ethical decision-making model;
- A plan to address any sensitive information disclosed such as suicidality or abuse/neglect is applicable.

Part 2 – 2nd Paper (100pts): The second paper requires contacting a counseling professional in your community and conducting a face-to-face interview about an ethical dilemma they have faced, writing a summary of the interview, and evaluating the ethical dilemma as if you were faced with the situation yourself. To locate an interviewee, contact a licensed professional, related to your specialty track (CMHC, MCFC, PSC), in a hospital psychiatric unit, a community mental health center, a university counseling center, a private practice, a school, or another professional mental health agency. After arranging the interview, prepare a list of semi-structured questions to ask the interviewee (your questions may change based on the interviewee's responses). Open the interview by asking "What is the most difficult ethical dilemma you have faced in your work with clients?" Direct the remainder of the interview questions toward understanding the interviewee's perceptions and experiences of this specific ethical situation.

This paper will be four to six-pages in length (excluding the title, abstract, reference sections), double-spaced and in APA 7th edition formatting. In your paper you must including the following elements:

- A list of your interview questions;
- A brief description of the interviewee and your reasons for selecting them;
- A brief summary of the ethical dilemma/situation(s);
- A reference to the relevant standard(s) of practice from the most recent ACA Code of Ethics and/or ASCA Ethical Standards;
- An integration of the personal and professional relevance of the ethical situation by placing yourself in the situation and applying an approved ethical decision-making model

Part 3 – Oral Presentation (50pts): The final component of this assignment will require you to summarize the interview that you conducted in Part 2 and present it orally to your classmates with a corresponding PowerPoint or Prezi. In this presentation you must include the following:

A brief description of what professional individual you interviewed and how/why you chose this individual (Example: I chose to interview a clinical psychologist in Kirkland that primarily works with adult PTSD clients)

- A list of your interview questions
- A brief summary of the ethical dilemma discussed during the interview
- A summary of your thoughts on the relevant standards of practice/ethical standards in question
- A description of your thoughts on this dilemma, how you felt it was handled and what you might have done differently. Please be mindful of confidentiality and use initials and acronyms to describe your interviewee and any other names or identifiers.

Each of the above assignments will be graded on analysis and use of course concepts, evidence and support, organization and coherence, presentation and style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Written or Oral Style and Mechanics	25%
Organization and coherence	25%
Evidence and Support	25%
Analysis and use of Course Concepts	25%
TOTAL	100%

Assign 2 – Disclosure Statement (50 points)

CO: a), e)

PLO: 1

CACREP Core: 1.i., 5.d.

CMHC: 2.i., 2.l.

MCFC: 2.o.

AC: n/a

PSC: 2.n.

Students will use Washington State Law, particularly RCW 18.225.100 and WAC 246.809, the ACA Code of Ethics (or other code with approval from instructor such as ASCA Ethical Standards for PSC), and HIPAA guidelines to write a disclosure statement that describes the rights and responsibilities of both the counselor and the client utilizing a provided template. Students are expected to cite appropriate legal and ethical codes in their disclosure statement.

Counselors are required by law to give each client a disclosure statement that describes the rights and responsibilities of both the counselor and the client. In this assignment, students will write a draft of a disclosure statement which will be useful as students begin internship.

The assignment is graded on analysis and use of course concepts, evidence and support, organization and coherence, style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Organization and Coherence	25%
Evidence and support	25%
Analysis and use of course concepts	25%
Style and mechanics	25%
TOTAL	100%

Assign 3 – Group Presentation and Facilitation of Ethical Issues (200 points)

CO: b), d), e)

PLO: 1

CACREP Core: 1.d, 1.g, 1.i

CMHC: 2.l, 3.e, 2.i

MCFC: 2.o., 3.e.

AC: n/a

PSC: 2.n

Achieving ethical awareness is a dynamic and evolving process. Ethical dilemmas are complex and multifaceted. Therefore, consultation with colleagues is essential to defining and resolving ethical dilemmas.

For this assignment, at least two students will collaborate on researching a specific issue relevant to ethics, co-lead a discussion and/or exercise to the rest of the class based on your findings, and distribute a handout. Because this assignment involves active collaboration with other students, all students need to work together actively in the research, design, and implementation phases. All students will receive the same grade on this assignment.

To complete this assignment, please follow these guidelines:

- 1) After gaining approval from the instructor, investigate the literature on a current ethical or legal issue. The instructor will provide a list of potential topics. The review of the literature should encompass multiple perspectives of various authors and/or theorists and should not attempt to present a single viewpoint. Literature review should also include multicultural and social justice considerations for the chosen issue.
- 2) Co-facilitate a 15-minute presentation or experiential exercise designed to educate classmates about this issue.
- 3) Following the presentation or exercise, co-facilitate a discussion about the relevant issues. Be prepared to highlight important areas for consideration that classmates may overlook.
- 4) Compile a resource list and bibliography that was used in preparing for this exercise.

Distribute copies of the handout to classmates and to the instructor.

The assignment is graded on group participation, oral presentation, presentation materials, and organization and coherence.

<i>Components</i>	<i>% of Grade</i>
Group Participation	25%
Oral Presentation	25%
Presentation Materials	25%
Organization and Coherence	25%
TOTAL	100%

(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)

Optional Activity:

Class participation through discussion activities is an integral part of this course. Each week of class, questions and cases will be introduced in class for discussion, with students expected to participate in class and in small work- groups. At the end of each module, students will be required to take a Quiz. Quizzes will be multiple choice questions, which will assist students to demonstrate an understanding of ethical standards of professional organizations, ethical decision-making, and current events related to ethical practice in clinical mental health counseling and/or marriage, couple, and family counseling.

The assignment is graded on quality of responses, quantity of responses, and timeliness of responses.

<i>Components</i>	<i>% of Grade</i>
Quality of Response	50%
Quantity of Responses	25%
Timeliness of Responses	25%
TOTAL	100%

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES**Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.