

COUN 526 Syllabus

Professional, Ethical, and Legal Issues in Counseling

Course Description

Ethical and legal standards as related to critical professional issues, including child abuse, spousal or partner abuse, elder abuse, and substance abuse. The relationship and integration of values for the counselor's role in practice, training, supervision, test usage, and consultation.

Course Objectives

1. The student will be able to respond to ethical dilemmas by a decision-making process.
2. The student will be able to communicate an understanding of the laws for counselors and marriage and family therapists in California in clinical mental health counseling settings.
3. The student will be able to identify the different major components of ethical codes for professional counselors and identify current professional issues facing the field of clinical mental health counseling.
4. Students will be able to examine, critique and articulate her or his own values and they impact one's ethical posture.
5. The student will become more aware of the management of personal/professional boundaries with clients and various other practice responsibilities.
6. The student will identify their professional identity; understand the scope of practice for the licensed professional clinical counselor and marriage and family therapist in CA; and learn how to maintain appropriate professional responsibilities to licensure expectations.
7. To identify the professional organizations for counselors and marriage and family therapists, and how ethical complaints are handled and processed through organizations and through the state licensing board.
8. To examine the counselor functions of supervision, appraisal, consultation, and research in relation to values and ethical standards.
9. For students to earn a grade of B or better in this course to demonstrate competency of the subject matter.

Pre-Requisites

COUN 522A or 522B and COUN 523 as a pre- or co-requisite

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the

Calendar is only an example and may be quite different 2

semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

The SLO assessed in this class is *Professional Orientation and Ethical Practice*, and the department is using an exam.

Calendar

Week	Readings	Assignments Due
1	<ul style="list-style-type: none"> • Discuss Syllabus (and the reading requirements); • Ethics as aspirational not black and white; • Difference between professions • Hx of Counseling Profession • Introductions 	<ul style="list-style-type: none"> ▪ Please read both the ACA Code of Ethics and CAMFT Codes thoroughly before coming to this first class. ▪ Start reading the BPC ▪ Read: 3xCorey – Chapter 1.
2	<ul style="list-style-type: none"> • Differences between ethics and law; • A Structure to Process Legal and Ethical Decisions; • Licensing, Scope of Practice (including restrictions) and Scope of Competence (e.g. emotional support animal and writing letters: forensic work); • Standard of Care; • Legal issues such as DUI's and other convictions (regardless if expunged); • Self-care and Counselor Impairment 	<ul style="list-style-type: none"> ▪ Continue reading the BPC ▪ Read 3xCorey Chapter 2 and 3. ▪ Read Caldwell Chapter 1. ▪ In Class Vignette
3	<ul style="list-style-type: none"> • Responsibility to Clients; • Personal Values and Culture; • Non-discrimination; • Personal and Professional Facebook Pages; • Malpractice & Unprofessional Conduct • Advocacy (for clients and for the profession) 	<ul style="list-style-type: none"> ▪ Finish the BPC for LPCCs and LMFTs ▪ Read 3xCorey Chapters 4 & 13; • Read Caldwell Chapter 3 and 10 • Vignette Exercise

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		<ul style="list-style-type: none"> • General Quiz should be completed by Sunday 6/5 9:59pm on Canvas
4	<ul style="list-style-type: none"> • Supervision models and ethical issues; • Counselor Education & Program Evaluation. 	<ul style="list-style-type: none"> • Read 3xCorey Chapter 9 • Read Caldwell Chapter 2 • Vignette Exercise • Your Choice Assignment Due on Canvas Sunday, 6/12 9:59pm.
5	<ul style="list-style-type: none"> • Informed Consent (including email and Facebook); • Informed consent for other persons who are not the client; • Termination; • Leaving an agency; and • Referral. 	<ul style="list-style-type: none"> • Read 3xCorey Chapters 5 • Read Caldwell Chapters 5 • Vignette Exercise
6	<ul style="list-style-type: none"> • Confidentiality • Crisis Issues (HIPAA & managed care; end of life issues; HIV; DV; Suicide; Homicide; Abuse - CANRA). • Telemental Health 	<ul style="list-style-type: none"> • Read 3xCorey Chapter 6 • Read Caldwell Chapters 4, 7, & 9
7	<ul style="list-style-type: none"> • Group 	<ul style="list-style-type: none"> • Read 3xCorey Chapter 12 • Vignette Exercise
8	Midterm Exam	<ul style="list-style-type: none"> • Midterm Exam open on Canvas 6/23 from 3:30pm-5:10pm
9	<ul style="list-style-type: none"> • Boundaries • Multiple Relationships (and sex) • Client reports sex with another therapist/counselor • Fees/Bartering • (Note for Leah: Networker article). 	<ul style="list-style-type: none"> • Read 3xCorey Chapter 7 • Vignette Exercise
10	<ul style="list-style-type: none"> • Marriage and Family Issues: Couples & Families 	<ul style="list-style-type: none"> • Read 3xCorey Chapter 11 • Read Caldwell Chapter 6

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		<ul style="list-style-type: none"> • Two Vignette Exercises
11	<ul style="list-style-type: none"> • Marriage and Family Issues: Children in schools and clinics & LEPs as Supervisors 	<ul style="list-style-type: none"> • Vignette Exercise • Complete SLO Quiz by 7/10 9:59pm on Canvas
12	<ul style="list-style-type: none"> • Keeping Records: how much information, how records should be kept, and for how long (vignette exercise). 	<ul style="list-style-type: none"> • Review Caldwell Chapter 5 • One Vignette for Records
13	<ul style="list-style-type: none"> • Assessment and Diagnosis 	<ul style="list-style-type: none"> • Read 3xCorey Chapter 10 • Vignette for Assessment
14	<ul style="list-style-type: none"> • Advertising, • Relationship with other professionals, • Research, and • HIV 	<ul style="list-style-type: none"> • Read 3xCorey Chapter 8 • Read Caldwell Chapter 8 and 9 • One Vignette: New Trends • Upload SOAP Note on Canvas before Sunday, 7/17 9:59pm.
15	Final Exam Zoom Class ID	Final Oral Exam
16	Final Exam Zoom Class ID	Final Oral Exam