P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology

The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

COUN 508 (3.0 Credits)
Law and Ethics for School Counselors
Room: Loyola 203
Date and Time: Wednesdays, 4:00-7:25PM

INSTRUCTOR

Instructor: Manivong J. Ratts, Ph.D., N.C.C.
Office: Loyola 216
Office Hours: By Appointment
Phone: 206-296-2843
Email: vong@seattleu.edu

COURSE MATERIALS

Required Texts and/or Readings:

American Counseling Association. (2005). *2005 ACA code of ethics*. Alexandria: American Counseling Association.

American School Counselor Association. (2004). *Ethical standards for school counselors*. Retrieved May 14, 2007, from http://www.schoolcounselor.org/content.asp?contentid=173

Tyson, L. E., & Pedersen, P. B. (Eds.). (2000). *Critical incidents in school counseling* (2nd ed.). Alexandria: American Counseling Association.

Stone, C. (2005). *School counseling principles: Ethics and law.* Alexandria: American School Counselor Association.

Online Resources for K-12 Education:
ACLU of Washington: http://www.aclu-wa.org/

Library of Congress Thomas: http://thomas.loc.gov/

Office of Superintendent of Public Instruction (2009). K-12 laws and regulations: http://www.k12.wa.us/RulesRegs.aspx.

Office of Superintendent of Public Instruction Translation Services:
http://www.k12.wa.us/CISL/K-12/Translations.aspx

Safe Schools Coalition: intervention@safeschoolscoalition.org or 1-877-SAFE-SAFE

Washington State Legislator: http://search.leg.wa.gov/pub/textsearch/default.asp

Washington State School Safety Center: http://www.k12.wa.us/SafetyCenter/

COURSE DESCRIPTION

Graduate Bulletin Description:
A review of federal and state laws guiding the practice of school counseling. Examination of ethical guidelines and professional codes of conduct, including discussion of ethical dilemmas related to counseling in the school setting.

Course Purpose:
The purpose of this course is to familiarize students with the legal requirements and ethical codes affecting educational professionals in the United States, with an emphasis on Washington State. Legal and ethical issues will be discussed as related to professional roles and ethical considerations of school counselors, so that those training for such roles will be better able to respond to the legal and ethical elements of their work.

Course Rationale:
The course is designed to 1) assist the student in meeting the complex ethical and legal challenges that face today's practicing school counselors, 2) provide the student with adequate and helpful information about the legal constraints inherent in situations 3) emphasize sound ethical and professional practice through reflective activities, assignments, discussions and thought, and 4) introduce students to professional ethical codes and its use in K-12 school settings.

COURSE OBJECTIVES

1. *Adhere to the American Counseling Association's (ACA) Ethical Codes and/or the American School Counselor Association's (ASCA) Ethical Standards for School Counselors as a framework for professional decision-making.*
2. Students will articulate their personal values, and understand how these values provide a foundation from which they formulate ethical principals, and a filter through which they interpret laws and ethical codes.
3. Students will cognitively and experientially interact with ethical and legal dilemmas common to school counseling and will formulate a basis for making informed professional decisions.

4. Students will demonstrate an ability to apply ethical and legal principles to practical professional-related experiences.
5. Students will recognize legal implications and ethical considerations in situations related to the professional roles of school counselors.
6. Students will be able to identify when legal advice and/or ethical consultation is/are needed when managing situations that confront them professionally.

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

K.1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

A. FOUNDATIONS OF SCHOOL COUNSELING

6. current issues, policies, laws, and legislation relevant to school counseling;
10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

METHODS OF INSTRUCTION

This course uses a variety of instructional methods including, but not limited to, group discussion, lecture, oral presentations by students, independent study, written exercises, role playing, and other strategies as appropriate to the area being studied. Supplemental readings will also be assigned through handouts and other resources that are important for full understanding of the course content.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments and Activities: Late assignments will not be accepted. Students will earn zero points for assignments that are late. All assignments are due at the beginning of class on the due date.

Assignment	Points Possible	Due Date
Reading Insight Pick a section from the selected weekly readings and note key information, frameworks, ideas, concepts, theories, quotes, etc. Your goal is threefold: (a) understand the information, (b) connect the reading with the ACA and ASCA ethical codes, and (c) construct meaning with others. Prepare a one-page	25 points total (5 points each)	See course

Assignment	Points Possible	Due Date
summary/reflection sheet to use as *talking points* in class activities (no more than 1 page). You may wish to bring copies for others. Refer to the prototype available on Angel for proper formatting—use both sides if needed. Include visuals or use concept maps if you like. Make each Reading Insight sheet meaningful and succinct for easy reference and use in class. Refer to Angel for scoring rubric.		schedule
Critical Incident Write-Ups Students will partner with a peer to write two 2-page papers applying and reflecting upon an assigned case study from Tyson and Pederson's *Critical Incidents in School Counseling*. For each case study, students will draw from both the ACA *Code of Ethics* and the ASCA *Ethical Standards for School Counselors*. Papers should not exceed four pages, need to be double-spaced, and aligns with APA Style 5th edition guidelines. Students share the content of their papers in a small group structure during class. Each paper is worth up to 5 points for a total of 10 points possible. Critical Incident papers need to include the following: • Understanding of the ethical issue • Identify federal and state laws that apply to the ethical issue if appropriate • Connects both the ACA and ASCA Ethical Codes to the presenting issue • How would you address the situation using the Advocacy Competencies Upload this on Angel on the due date.	10 points total (5 points each)	See course schedule
Professional Disclosure Statement Craft a two to three paragraph (no more than this) professional disclosure statement that could be sent to parents and/or teachers. The professional disclosure statement should: (1) introduce yourself, (2) outline your role in the school, and (3) outline the meaning and limits of confidentiality. Use the Google Translator to translate the Professional Disclosure Statement on the back to a language other than English that is common at your internship site. Make copies for everyone in class. You will use this when you begin internship to introduce yourself to staff and students' families. Refer to Angel for grading rubric. Upload this on Angel on the due date. • Please type; single-space; and check for grammar. • Consider your potential audience how to format and word this for accessibility and high "read-appeal." • You can find the Google Translator Toolkit at: http://translate.google.com/support/toolkit/	15 points	7/22
School District Policies Seek and type in 1-2 pages your future internship site's district policy on the following: • Crisis Intervention policy	10 points	8/12

Assignment	Points Possible	Due Date
• FERPA policy • CPS Reporting policy • Substance Abuse policy • Anti-Harassment/Discrimination policy Upload this on Angel on the due date.		
Mid-Term and Final Exam Students will have an opportunity to take a mid-term and final exam. Both exams will cover course reading materials and lectures. Review of assigned readings and course lecture is strongly encouraged.	30 pts. Total (15 pts. each)	See course schedule
Class Participation and Attendance Due to the experiential nature of this course, attendance is required. Students who miss a class will be required to make-up an activity to be determined by the instructor. Missing two or more classes will result in an "F" grade. Missing the last two days of class will also result in an "F" grade. An absence is defined as more than 5 minutes late to class.	10 points	N/A

B. Grading Scale:

Each letter grade has a quality point value assigned for the grade achieved as follows:

94-100 points	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

NOTE: Graduate students must maintain a 3.00 (B) grade point average.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics →	CACREP Standard	Readings and Assignments Due →	CACREP Standard
Class #1 6/24/09	• Review of syllabus and course requirements • Overview of ethical considerations related to the practice of school counseling o The ABC's of RCW's and WACs o Ethical codes and professional standards o Ethical decision making o Basic ethical principles	K.1.h., A.6, A.10	School Counseling Principles, Preface, Chapter 1; ASCA Ethical Standards for School Counselors (2004) and ACA Code of Ethics (2005)	K.1.h., A.6, A.10
Class #2 7/01/09	• Guest Speaker: Sharon Howard, BSD lawyer - Privacy, informed consent, confidentiality, privileged communication, and record keeping • Family Education Rights and Privacy Act (FERPA, 1974) • Obligation to the Court • Legal structure: federal, state, and local • Federal and state laws and regulations (e.g., NCLB)	K.1.h., A.6, A.10	School Counseling Principles, Chpts. 3 & 5; ASCA Ethical Standards for School Counselors (2004) and ACA Code of Ethics (2005) Reading Insight #1	K.1.h., A.6, A.10
Class #3 7/08/09	• The School Counselor's role with substance abuse • Professionalism, Negligence and Malpractice • Becca Bill	K.1.h., A.6, A.10	School Counseling Principles, Chpts. 2 Reading Insight #2	K.1.h., A.6, A.10
Class #4 7/15/09	• Child Abuse and Reporting • Suicide Assessment • Sexual harassment • Sexually active students • Critical Incident Paper	K.1.h.., A.6, A.10	Midterm Exam School Counseling Principles, Chpts. 6, 8, & 9 Reading Insight #3 Critical Incident #1	K.1.h., A.6, A.10
	• Bullying, violence, criminal activity • LGBTQ issues and nontraditional families	K.1.h., A.6, A.10	School Counseling Principles, Chpts. 10, & 11	K.1.h., A.6, A.10

Date	Topics →	CACREP Standard	Readings and Assignments Due →	CACREP Standard
Class #5 7/22/09	• Ethical and legal issues related to indirect interventions in schools o Working with teachers, parents, and principals		Reading Insight #4 Professional Disclosure Statement	
Class #6 7/29/09	• Individual, Group and Classroom Guidance • The ethics of advocating for best interests of children and their families • Our roles as student advocates	K.1.h., A.6, A.10	School Counseling Principles, Chpts. 6 & 12 Reading Insight #5	K.1.h., A.6, A.10
Class #7 8/05/09	• Final Examination • Critical Incident Paper • Student Evaluations	K.1.h., A.6, A.10	Final Exam Critical Incident #2	K.1.h., A.6, A.10
Class #8 8/12/09	• Closure and Wrap-Up	K.1.h., A.6, A.10	School District Policies	K.1.h., A.6, A.10

Critical Incident Papers

Sign Up (Two per category)	*Presentation Date*	*Start page*	*Topic*
1.		51	confidentiality
2.		61	consulting
3.		101	ethics
4.		161	parental rights
5.		169	parenting
6.		185	pregnancy
7.		221	rural schools
8.		303	values
1.		1	addiction in the home
2.		25	bullying
3.		71	disabilities
4.		131	faculty and student relations
5.		153	HIV and AIDS
6.		249	sexual harassment
7.		257	sexual orientation
8.		277	supervision

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY which includes the issue of plagiarism

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University ***Student Handbook*** *which can be found on the web site of the Division of Student Development at the following URL:*

http://www.seattleu.edu/studentdevelopment/

Grading Grievance - Procedure for Challenging Course Grades

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document can be found in the ***SU Student Handbook***, pp. 24-7, and it is available for download as a "pdf" file if you choose the "Student Handbook" hotlink from the left navigation area at the following URL:

http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in pdf format:
http://www.seattleu.edu/studentdevelopment/filelib/1010.pdf

Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the fair process policy can be found in the ***SU Student Handbook***, pp. 27-30, and it is available for download as a pdf file from the following URL:

http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in a text format:
http://www.seattleu.edu/registrar/page.aspx?ID=185

Seattle University Academic Honesty Code and Codes of Ethics

All students, in all counseling courses, are expected to read, understand,
and follow the Seattle University Academic Honesty Code (Seattle University *Graduate Bulletin of Information*) and the codes of ethics from the following professional organizations, at the following respective websites:

American Counseling Association: www.counseling.org/resources/ethics.htm
American School Counselor Association: www.schoolcounselor.org/library/ethics.pdf
The National Board for Certified Counselors: www.nbcc.org/pdfs/ethics/nbcc-codeofethics.pdf