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 536 (3.0 Credits)
Law and Ethics for Community Counselors
Room: Pigott 308
Mondays: 4:00 p.m. to 7:25 p.m.
Summer Quarter 2008

INSTRUCTOR
Instructor: Joe Afanador
Office: Loyola Hall, Room 201
Office hours: By Appointment
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Email: afanador@seattleu.edu

COURSE MATERIALS

Required Texts and/or Readings:

Welfel, E. (2006).*Ethics in Counseling and Psychotherapy.* Belmont, CA.: Thompson Brooks/Cole Publishing Company

Doherty, W. (1995). *Soul Searching.* New York, NY: Basic Books

Required Articles:

Hanna, F., Bemak, F. & Chung, R. (1999). Toward a new paradigm for multicultural counseling. Journal of Counseling and Development, Spring, 77, 125-134.

Support Materials:

Washington Laws (WAC'S and RCW'S) relating to Mental Health Counselors

COURSE DESCRIPTION

Graduate Bulletin Description

Facilitates the development of students' ethical behaviors and adherence to the laws pertaining to work in the mental health or post-secondary settings. Existing laws will be reviewed, with implications for counselors working in the field. Also, relevant ethical codes from various mental health professional organizations will be studied, and students will practice applying the guidelines in practice cases. Prerequisites: COUN 510, COUN 511

Course Rationale

The College of Education faculty treats students as professionals as well as teaches and model ethical behavior. Students are encouraged to examine their own values and ethical decision making in the context of a diverse student population and diverse community in which they live and work.

The Counseling Program faculty facilitates the development of students' ethical behaviors making them more functional professionals. While law and ethics is the focus of this interactive class, some portion of law and ethics is infused in every graduate counseling class, which increases the students' theoretical and practical knowledge. Personal growth is fostered when students apply and reflect on their ethical behaviors that often involve legal issues, moral issues and their personal values. The content of this course takes the students through the integration of ethical, legal and professional issues facing agency, college and chemical dependency counselors. Professional codes of ethics, ethical decision-making and clients' versus public rights are some of the topics being examined. Assigned readings, in-class practice assignments, group work, reflection papers, self-assessments and a project are part of the venue.

COURSE OBJECTIVES

a) *Adheres to the American Counseling Association's (ACA) 2005 Ethical Codes as a framework for professional decision-making.*

b) *Demonstrates knowledge of ethical and legal considerations specifically related to the practice of community counseling (e.g., ACA Code of Ethics).*

c) To introduce students to several professional ethical codes and standards of the major mental health, school, college, and chemical dependency counseling professions.

d) To address current issues and case studies related to the law, ethics and standards of practice.

e) To stimulate student thinking about major issues related to sound professional practice.

f) To address cultural differences in ethical conceptualization and demonstrate an understanding of self related to cultural identity and ethics.

g) To challenge students to formulate and justify their positions on selected legal and ethical issues.

h) To encourage students to evaluate and clarify their own values as they relate to ethical codes, legal issues, cultural diversity and practical decisions.

i) To provide in-class participatory situations for students to practice and learn a systematic approach to ethical decision-making.

j) To demonstrate knowledge of ethical codes and their application to a counseling practice.

CONTENT AREAS

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

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.

Community Counseling Standard:
A. Foundations of Community Counseling:
   4. ethical and legal considerations specifically related to the practice of community counseling (e.g., the ACA Code of Ethics);

COURSE INSTRUCTIONAL METHODS

Includes instructional methods/strategies, techniques paired with role playing, small group projects, out-of-class projects, brainstorming, focus groups and student presentations with peer feedback (oral) plus additional experiential activities.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

Assignments	CACREP Standard	Points Possible	Due Date
Assigned readings as listed on the schedule plus additional handouts distributed in class.	1.h., A.4.		See Schedule

Class participation is critical to this seminar class. All students will be called upon to process legal and ethical issues by participating in group activities. Students will be asked to blend their past work experience as reference points with an analysis of the readings to contribute to the discussions and formulate ethical decisions. Twenty percent of the class grade is based on participation. Absences will be a factor in determining participation grades.	1.h., A.4.	60 points	See Schedule
Two Class Journals are necessary for the student to record key class events both theoretical as well as practical that were significant to their learning experience. The student will also be asked to indicate class materials or activities that should receive less emphasis or be eliminated. These will be due on the third, and sixth weeks.	1.h., A.4.	18 points	See Schedule
A small number of out-of-class exercises and tasks will be assigned to enhance the student's learning. Often these assignments will be spontaneously decided upon due to class interactions.	1.h., A.4.	30 points	See Schedule
You need to discuss a legal or ethical dilemma. First, you will (a) report the dilemma, (b) indicate why this dilemma is important to you or your counseling work, (c) why you consider this dilemma to be an ethical or legal problem citing the codes, principles and/or laws that apply, (d) the proposed action you would take to this dilemma, and (e) justify your actions by listing the reasons. On this class day, you will work on teams and combine dilemmas and each team will present one dilemma in class. You will want to use some published research to support your dilemma and course of action. You will want a minimum of four references, three to six pages including a law (s), ethics code (s), prima facie duties and one of the five virtues. This is due on **July 14th** with no more than two references coming from class.	1.h., A.4.	45 points	See Schedule
Individual or group project on an ethical and/or legal issue that the student is or had been struggling with or an ethical and/or legal situation at a present or former work place that needs resolution. There are other possibilities for this project, which will be addressed the first day of class. At the second class, the student is to submit a one-page proposal including your project topic, a brief rationale for your choice and an outline of how you might proceed and/or what you might do in the presentation; however, references at this point are not necessary. Each student will make a 20-minute formal presentation to the class including handouts and visuals. Each presenter will have a timekeeper to assist him/her. Should several students want to work together, the time factor will be adjusted as follows: two presenters get 30 minutes, three get 40 minutes and four get 50 minutes. Finally, a three to five page narrative of the project is to be submitted to the instructor at the time of the presentation including a	1.h., A.4.	66 points 33 points	See Schedule

minimum of four references two of which cannot be assigned as class readings. The narrative embellishes what was presented in class including prominent ideas as well as information that had to be excluded from the presentation. In short, do not repeat your presentation in the narrative.			
The student will take a mid-term and final quiz based on the reading assignments, class discussions, group activities and presentations.	1.h., A.4.	48 points	See Schedule

B. Grading Scale:

l. Class participation and group work.	20 %	60 points
2. Class journal assignments	06 %	18 points
3. Out-of-class exercises and tasks	10 %	30 points
4. Dilemma paper	15 %	45 points
5. Individual or group project: presentation	22 %	66 points
paper	11%	33 points
6. Two quizzes at 8 % each	16 %	48 points
Totals	100 %	300 points

95.0-100	=	A	72.5-76	=	C
89.5-95	=	A-	69.5-72	=	C-
86.5-89	=	B+	66.5-69	=	D+
82.5-86	=	B	62.5-66	=	D
79.5-82	=	B-	59.5-62	=	D-
76.5-79	=	C+	Below 60	=	F

C. Course Expectations:

Assignments:

- On late assignments, there is an automatic penalty of 1 point per day unless **previous arrangements** have been made. On the next late assignment, the penalty increases to 2 points per day, then 4 points and so on.
- Please maintain a hard or disc copy of any paper you turn in.
- Papers submitted that are corrected in pencil/pen, have spelling errors and any other grammatical errors will be cause to deduct points.
- Automatic loss of 1 point per every 5 points in the value of a submitted paper if that paper is resubmitted. For example, if the paper is worth 25 points, it costs 5 points to resubmit; 30 points, 6
points to resubmit; resubmitted papers are due the next class meeting and please include the original.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Class #	Topics	CACREP Standard	Assignments Due	Readings Due
June 23	Introduction and overview of Professional Ethics and the law. Selected discussion questions, and some self-assessments. Planning for the course.	1.h., A.4.	Tasks assigned	
June 30	Autonomy: definition, problems and promoting. Decision making, competence, the counselor's personality and burnout.	1.h., A.4.	Bring in a disclosure statement and project proposal	Welfel 1, 2, & 3 Soul 1and 2
July 07	Fidelity. Confidentiality, informed consent and Dinner ? Ramifications. Client rights, duty to warn, and the Famous Tarasoff Case.	1.h., A.4.	First log due	Welfel 4 & 5 Soul 3
July 14	Beneficence. Sexual misconduct. The complications of dual relationships. Boundary issues. **Brief quiz.** Project presenters: Tara Lemley, Crystal Clark, and Megan Stein	1.h., A.4.	Dilemma paper due.	Welfel 6 & 7 Soul 4
July 21	Nonmaleficence. Ethics and diagnosis. Dinner? Assessment. Marital, family and group counseling plus goals of counseling. Project presenters: Barry Stulberg, Victoria Burwell, Rachel McNary, and Ha Nguyen	1.h., A.4.		Welfel 8 & 9 Soul 5
July 28	Justice. Diversity counseling, Conflicts of interest, Dealing with suicide plus issues in Schools. Issues with Aids. Counselor as a community member.	1.h., A.4.	Second log due	Welfel 10, 11, & 12 Soul 6

	Project presenters: Sean Trudeau, Jennifer Powers and Nicole Rogers			
August 04	Self care. Rehabilitating the counselor, and Dinner? Group Work. Self-interest and self-protection. **Brief Quiz**. Project presenters: Patricia Davis, Annee Fisher, Michael Schreiner, and Lindsay Bagley	1.h., A.4.		Welfel 13, 14 & 15 Soul 7
August 07	Project presenters: Thomas Ecton, Stephanie Swift, and Kyle Williams	1.h., A.4.		Soul 8

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
  Loyola 100, www.seattleu.edu/SAS/LA
  peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
  Engineering 307, www.seattleu.edu/writingcenter/
  peer assistance with any phase of a writing project
- **Math Lab**
  Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
  Drop-in help with mathematics homework and test preparation
- **Reference librarians**
  Library 2nd floor, www.seatleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources
  These services are offered at no additional cost to Seattle University students.

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 that 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/

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)

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 at the following URL:

http://www.seattleu.edu/registrar/page.aspx?ID=194

References

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Barsky, A.E., & Gould, J.W. (2002) *Clinicians in court: A guide to subpoenas, depositions, testifying and everything else you need to know.* New York: Guilford

Bissell, L. & Royce, J. (1995). *Ethics for addiction professionals.* Center City: Hazelden Educational Materials.

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WEB SITES

NBCC Standards for the Ethical Practice of Clinical Supervision-
<http:www.nbcc.org/acs/standards.htm>

Boundary Issues in Supervision and Consultation
(Part 1)<http:www.counseling.org/enews/volume_2/0206b.htm>
(Part 2) <http:www.counseling.org/enews/volume_2/0208b.htm>

- **Certification**
  Credentialing process regulated in WA State by the Dept. of Health--
  <http:198.187.0.42/hsqa/hpqad/default.htm>
  Counselor Programs, P.O. Box 1099, Olympia, WA 98507-1099. 360-236-4902

- **Professional Affiliation**
  Washington Mental Health Counselors Association - <http:www.wmhca.org>
  American Mental Health Counselors Association - <http:www.amhca.org>
  American Assoc. of Marriage & Family Therapist - <http:www.aamft.org>
  Washington Assoc. of Marriage & Family Therapist - <http:www.wamft.org>
  American Counseling Association - <http:www.counseling.org>

- **Continuing Education**
  WA State requirement for LMHCs or LMFTs = 36 clock hours in a 2 year period with 4 of those hours in ethics & law.
  The Workshop Calendar – 206-323-3269
  Harborview Sexual Assault & Trauma Center Consultation Group- 206-521-1800 (Marcia Herival)
  Virginia Mason Loss & Grief – Downtown Seattle – 206-625-7403
  Fairfax Hospital – Kirkland – 425-821-2000

Seattle Institute for Psychoanalytic Study-Center for Objects Relations - 206-443-9045
Puget Sound Group Psychotherapy Network – 206-842-0615 (Larry Galpert)
Family Therapy Networker –
Psychotherapy Finances - <http:www.psyfin.com/psyfin/pfintro.htm>

- **Other Web Sites of Interest**

Anxiety Disorders Assoc. of America - <http:adaa.org/Default.htm>
Information on Specific Mental Disorders – <http:www.nimh.nih.gov/publist/specific.html>
PsycCentral - <http:www.grohol.com>
Counseling Resources on the Net - <http:www.csun.edu/~hfedp001/couns.html>
Top Mental Health Sites - <http://pie.org/E21222T3783>
BehaveNet - <http:www.behavenet.com>
Mental Health Info Source - <http:www.mhsource.com>