

**Nova Southeastern University  
Center for Psychological Studies**

**Course Outline**

**Course # and Title:** CGPY 575/Ethical, Legal & Professional Issues for School Counselors

**Credit Hours:** 3

**Location/Section:** Ft. Lauderdale/MG2

**Dates:** May 2, 3, 4, 2008  
May 16, 17, 18, 2008

**Class Meeting Times:**

Friday	6:00 pm – 10:00 pm
Saturday	8:30 am – 6:00 pm
Sunday	8:30 am – 5:30 pm

**Instructor:** Tamara White MS.Ed, Ed.D  
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**Required Text:**

Huey, W.C. & Remly, T. (2003). *Ethical and legal issues in school counseling*. Washington, DC: American School Counselor Association

**Other Required Resources:**

American Counseling Association Code of Ethics and Standards of Practice  
([www.counseling.org](http://www.counseling.org))

Ethical Standards for School Counselors, American School Counselor Association  
([www.schoolcounselor.org](http://www.schoolcounselor.org))

**Course Description:**

This course covers standards for professional conduct in school counseling. It considers ethical and legal decisions that the school counselor must make such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students. Case examples, current regulations and standards on utilizing assessment data and issues in counseling culturally diverse students are discussed.

## **Standards:**

In this course students will learn about professional ethics, professional standards of competence, and the role and responsibilities of the counselor in the context of the school and community. Standards are aligned to National Standards for School Counseling Programs of the American School Counselor Association (ASCA). Counselors must possess appropriate training and credentials in the profession, be knowledgeable of national and state policy and legislation and appropriate ethical standards and practices. Their participation in developing programs and practicing guidance and counseling insures that students can develop knowledge, attitudes and skills that contribute to their effective learning through the life span (1.1), can complete school academically prepared to choose from a wide range of postsecondary options (1.2), can explain career goals (2.1), understand the relationship between personal characteristics, school and work (2.2), can acquire attitudes, knowledge and interpersonal skills to understand and respect others (3.1), make decisions, set goals and take appropriate action to achieve goals (3.2) and apply life skills that contribute to a safe and healthy environment (3.3).

The course also promotes the INTASC principles so that counselors understand how they assist in the learning process for students, develop and provide learning activities that support their intellectual, social and personal development (2), how students differ in their approaches to learning (3) and how counselors use a variety of instructional strategies to encourage student development (4), encourage active inquiry, collaborative and supportive interaction (6), use formal and informal assessment strategies and foster relationships with colleagues, parents, agencies and the larger community (10). Counselors must understand the uses of formal and informal assessment strategies to evaluate development and be a reflective practitioner (9) that fosters relationships with parents and agencies in the larger community to support students' learning and well being (10).

## **Course Objectives:**

Course objective are benchmarked to various standards for school counseling programs (\*) of the Council for Accreditation of Counseling and Related Education Programs (CACREP) and INTASC (Interstate New Teachers Assessment and Support Consortium) principles.

The student will be able to:

1. Demonstrate knowledge of American School Counselor Association (ASCA) and American Counseling Association (ACA) and related entities professional standards and ethics.\* (INTASC 7,9)
2. Demonstrate familiarity with Florida state legislation and regulations.\* (INTASC 8,9)
3. Understand standards for professional credentialing and endorsement.\* (INTASC 8,9)
4. Demonstrate knowledge of the legal rights of students and parents.\* (INTASC 8,9)
5. Understand the impact of legislation concerning special needs students. (INTASC 2,3,4,7)
6. Understand the laws regarding child abuse and neglect.\* (INTASC 2,5,10)

7. Demonstrate knowledge of key professional and legal issues in school counseling such as confidentiality, duty to warn and protect, assessment of diverse students, differences in student value systems and lifestyles, HIPAA, etc.\* (INTASC 6,9)
8. Reflect on knowledge of one's own attitudes and beliefs as they influence professional and ethical behaviors. (INTASC 1,6)
9. Reflect on one's own personal issues and limitations which may impact on the counseling relationship. (INTASC 9,10)
10. Demonstrate knowledge of the power, control and limitations that are inherent in the position of school counselor and the responsibility that accompanies that position.\* (INTASC 6,9,10)

### **Assessment of Objectives:**

All course objectives (1-10) are assessed by the midterm exam, the final paper and presentation and professional participation in classroom activities.

**Part I** - Friday, May 2 – May 4, 2008

**Read Chapters 1-9 in textbook prior to class. Review ethical standards of ASCA and ACA**  
(see websites above)

### **Topics to be covered:**

Ethical Decision Making and Legal Issues  
 Students at Risk for Suicide  
 Students at Risk for Violence  
 Confidentiality and Privileged Communication  
 Records  
 Substance Abuse  
 Parental Rights  
 Court Appearances  
 Appellate Court Decisions

**Part II** – Friday, May 16 - Sunday, May 18, 2008

**Read Chapters 10-13 in textbook**

### **Topics to be covered:**

Gay, Lesbian and Bisexual Students  
 Sexual Harassment  
 Special Education  
 Supervision  
 Managing Boundaries  
 National and State Legislation  
 FERPA  
 Professional Competence and Training  
 Issues in Consultation  
 Issues in Theory, Practice and Research  
 Ethics in Testing

Ethical Issues in Group Work and Community Work  
Case Studies

**Description of Written Assignments:**

Choose an approved topic regarding a professional/ethical issues in counseling and guidance. The topic may be any topic that is a current important issue such as requests for confidential information, dual relationships, consultation with teachers, duty to warn, testing, etc. Prepare a 4-6 page report on this issue. Address your own thoughts on the subject as well as facts as presented in professional publications. Support your opinion with properly cited references including peer reviewed journal articles or other writings on the subject (minimum of three professional references other than the textbook. Cite at least one Internet reference. Interviews with local professionals should also be used as supportive documentation. Cite all references used. The paper will be presented in class in a 10-15 minute presentation using multi-media, followed by discussion during Part II of the class schedule.

**Grading Criteria:**

- A = 90-100%
- B = 80-90%
- C = 70-79%
- F = Below 70%

	<b>Percentage</b>
Midterm exam: Sunday, May 4 (Part I)	30%
Paper and Presentation: Sunday, May 18	35%
Class participation and professional functioning*	35%
<b>TOTAL</b>	<b>100%</b>

\*Class participation refers to active engagement in the class, presentation of insights and information that demonstrates an understanding of the professional/ethical issues being discussed and professional functioning as described in the student handbook.

## **Bibliography**

Atkinson, D.R. Morten, G. & Sue, D.W. (Eds.) (1998). *Counseling American minorities: A cross cultural perspective* (5<sup>th</sup> edition) Boston, MA: McGraw Hill.

Birdsall, B. & Hubert, E. (1996). Ethical Issues in School Counseling. *Counseling Today*, 29-36