

**Nova Southeastern University
Center for Psychological Studies**

Course Outline

Course # & Title: CGPY 575—Ethical, Legal, & Professional Issues for School Counselors

Credit Hours: 3

Location/Section: Tampa/TG3

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

Instructor: Dr. Marlene Zychowicz
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Class Meeting Times: Fridays 6:00 PM - 10:00 PM
Saturdays 8:30 AM - 6:00 PM
Sundays 8:30 AM - 5:30 PM

Required Text: *Issues and Ethics in the Helping Professions, 7th edition.* Corey, Corey, Callanan, Thompson, Brroks/Cole ISBN 0-534-61443-4

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.

Course Objectives:

Course objectives 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.

Upon completion of this course, students 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.
2. Demonstrate familiarity with state legislation and regulations.
3. Understand standards for professional credentialing and endorsement.
4. Demonstrate knowledge of the legal rights of students and parents.
5. Understand the impact of legislation concerning special needs students.
6. Understand the laws regarding child abuse and neglect.
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.
8. Reflect on knowledge of one's own attitudes and beliefs as they influence professional and ethical behaviors.
9. Reflect on one's own personal issues and limitations which may impact on the counseling relationship.
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.

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. Students 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 this course enables students to develop knowledge, attitudes and skills that contribute to their effective development of programs for students of all grade level (1.1), can align with career goals (2.1), understand the interaction of personal characteristics with the development of moral behavior (2.2), attain attitudes, knowledge, as well as interpersonal skills to understand and respect others (3.1), make ethical and moral decisions, set goals and take appropriate actions when necessary (3.2), and contribute to a safe and healthy environment (3.3).

This course also promotes the INTASC principles so that counselors understand how they can assist in the moral development process for students, develop and provide learning activities that support their intellectual, emotional, and moral development (2), how students differ in their approaches to ethical situations based on their cultural backgrounds (3), and how counselors may use a variety of instructional strategies to encourage student development (4), encourage active inquiry (5), collaborative and supportive interaction (6), use formal and informal assessment strategies and foster relationships with colleagues, parents, agencies, and the larger community (7). Counselors must understand the use of formal and informal assessment strategies (8), and be a reflective practitioner as students are making choices (9), and foster relationships with parents and agencies in the larger community to support students' learning and well being (10).

Calendar of Assignments:

1. Prior to First Class Meeting:
Students should have read Chapters 1 through 7 in *Issues and Ethics in the Helping Professions* and should be prepared to discuss cases and scenarios will be chosen from those chapters throughout the weekend.
2. Prior to Second Class Meeting: Students should have read Chapters 8 through 13 in *Issues and Ethics in the Helping Professions* and be prepared for discussion based on those chapters throughout the weekend.
3. Class Assignments:

Prior to First Class Meeting:

Students will research Florida statutes regarding confidentiality, duty to warn, and duty to report. Become familiar with your own school district's policies regarding these matters.

Prior to Second Class Meeting: Students will prepare a 5-8 page paper and presentation as described below.

Description of Written Assignments:

Choose an approved topic regarding a professional/ethical issue 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 5-8 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 the second weekend of the class.

Grading Criteria:

A = 90-100
B = 80-89
C = 70-79
F = Below 70

Midterm Examination (chapters 1-7) Sunday, 5/4/08	25%
Paper and Presentation	25%
Final Examination (chapters 8-13) Sunday, 5/18/08	25%
Class Participation and	25%

Total Grade

100%

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

Bibliography:

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

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

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

AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS AND STANDARDS OF Practice (www.counseling.org)

ETHICAL STANDARDS FOR SCHOOL COUNSELORS, AMERICAN SCHOOL COUNSELOR ASSOCIATION (www.schoolcounselor.org)

STATUTES OF FLORIDA (<http://leg.state.fl.us>)