

**Nova Southeastern University  
Center for Psychological Studies**

Course Outline

<b>Course # &amp; Title:</b>	PSY 570, Ethical, Legal & Professional Issues for Counselors	
<b>Credit Hours:</b>	3	
<b>Location/Section:</b>	Ft. Lauderdale/MC2	
<b>Dates:</b>	July 11, 12, 13, 2008 August 1, 2, 3, 2008	
<b>Instructor:</b>	Mercedes B. ter Maat, PhD., LPC, ATR-BC <a href="mailto:termaat@nova.edu">termaat@nova.edu</a> 954-262-5728	
<b>Class Meeting Times:</b>	Fridays	6:00 PM – 10:00 PM
	Saturday	8:30 AM – 6:00 PM
	Sunday	8:30 AM – 5:30 PM

**Required Text and Additional Sources**

Corey, G., Corey, M., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions* (7th ed.). Belmont, CA: Thomson Brooke/Cole. ISBN: 0-534-61443-4

[www.thomsonedu.com](http://www.thomsonedu.com) – Use this site as a supplemental learning companion, where you will find sample quizzes, etc. (refer to the “mid-term exam” section for details)

[www.amhca.org](http://www.amhca.org) - American Mental Health Counselors Association – Download, print, and bring to class AMHCA’s code of ethics document

[www.counseling.org](http://www.counseling.org) – American Counseling Association – Download, print, and bring to class ACA’s code of ethics document

[www.doh.state.fl.us/mqa/soc\\_statutes.html](http://www.doh.state.fl.us/mqa/soc_statutes.html) - Florida Statutes 456 and 491, and Florida Administrative Code 64B4 from the website. To access FS 491 and Rule 64B4 from the FL Department of Health web page,

1. go to <http://www.doh.state.fl.us/mqa/491> and click on [Laws and Rules](#) (in the center of the page). This link takes you to Related Florida Status and Rules. Scroll down and click on [2008 Laws and Rules \(Chapter 491 and Rule 64B4\)](#)

## **Course Description**

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

## **Learning Objectives**

1. Understand the ethical and legal responsibilities of counselors
2. Knowledge of the structure and operations of professional organizations, preparation standards, credentialing bodies and public policy issues relevant to the practice of mental health counseling, including FS 491.
3. Knowledge of implementation of professional issues that are unique to mental health counseling including reimbursement, right of practice, core provider status, managed care systems, expert witness status and Baker Act privileges
4. Ability to apply ethical principles to the counseling process
5. Identify personal values that might affect counseling

## **Calendar of Reading and Topics**

Methods of instruction used in this course will include lecture, group discussion, role-playing, and case studies/vignettes. Role-play and other class exercises are an important part of the course. The following is a tentative class schedule; topics covered may be modified by the instructor as needed.

Prior to Friday, July 6	Chapters 1 through 6 & 8 of textbook
Prior to Friday, August 3	Chapters 7, & 9 through 13 of textbook

### *WEEKEND ONE:*

Defining Ethics & ethical decision-making  
Values clarification  
Professional Codes of Ethics  
Multiculturalism  
Confidentiality and Privileged Communication  
Client Rights  
Midterm Examination  
Professional Competence

### *WEEKEND TWO:*

Boundaries and Multiple Relationships  
HIPAA & FERPA  
Issues in Consultation & Supervision

Issues in Theory, Practice, and Research  
Family and Group Work  
Managed Care  
FS 491 & 456  
Student Presentations  
Final Exam

## **Class Requirements/Assignments**

### **(1) Class Participation (15 points)**

Class participation refers to being in class during the scheduled times, the presentation of insight and information that demonstrates an understanding of the ethical issues being discussed, and a demonstration that the student has read the materials and is ready to challenge concepts and personal misperceptions. In other words, class participation is an easy way to earn 15 points toward the final grade. Students not always get the full participation grade because they do not participate in class (e.g., 4 hours of instruction go by, and they do not speak) or miss class time. Please, keep this in mind: **Any student missing more than 4 hours of class instruction will not receive participation points (that is, the highest grade they can earn is a B).** Moreover, students who are late for class will lose .25 points from the participation grade for each 15 minutes of missed class (e.g., arriving at 8:45 when class begins at 8:30, leaving class early, returning late from lunch, etc.). The best advice I have for students about earning these 15 easy points is to arrive to class on time and be engaged in class discussions. If you know you will be missing more than 4 hours of class instruction, please do not take this class. There is no extra credit (or extra work) for missed class time.

### **(2) Presentation (20 points) and Activity (15 points)**

A topic for the oral presentation and class activity (due on Weekend 2) will be selected by students during Weekend 1 (I will bring a list of topics for selection). Depending on the number of students in the class, these presentations may be done individually or in pairs. The presentation will encompass a combination of lecture and group experience (activity). Students will present their topic using PowerPoint technology for the lecture part of the presentation (30 minutes) and facilitate an activity (involving classmates) that demonstrates the ethical concepts presented (20 minutes). The total presentation should not exceed 50 minutes. There is no limit as to the number of slide in the PowerPoint presentation (again, not to exceed 30 minutes), and the last slide will be the “References” slide. This slide must include at least 5 references/resources used in gathering the information for the presentation. One of these resources can be your textbook; the other 4 must be from refereed journals (not websites, newspaper articles, brochures, etc.). References must be listed using APA style.

Students will submit their PowerPoint presentation via WebCT to the “Assignment Drop-Box” by Sunday, August 3, at 6:00 PM. WebCt (nor I) will allow late submissions (make sure you turn in your work in advance), and you can only submit your work once (make sure you are

submitting the version you would like for me to grade). If working in pairs, only one submission is necessary.

There is no need to make copies of your PowerPoint slides for classmates because classmates will have access to your work after it is dropped onto WebCT (These presentations will be made available to all students on August 4 via WebCT). However, you may want to provide classmates with other handouts related to your topic that may enrich their practice.

### **(3) Mid-term Exam (25 points) & Final Exam (25 points)**

These exams are multiple-choice composed of 50 questions each. Each question is worth half-a-point. The total point value of the mid-term exam is 25 points and the total value of the final exam is 25 points. The mid-term covers Chapters 1-6 & 8 of the Corey et al. textbook and the final covers Chapters 7 & 9-13. These exams are open-book and taken at home via WebCT.

You need to complete these exams in one “sitting” and will have up to 2.5 hours (150 minutes) to finish these exams from the moment you begin. Please, set aside quiet and uninterrupted time to work on this exam. If you get interrupted, you can come back and continue to work on the test as long as you did not log off and as long as it is within the 2.5-hour window. You have the option to skip questions and return to them later. However, you do not have the option to log off and come back to finish the exam or to continue to work on the exam once the 2.5 hours have passed (from the moment you begin). Make sure you are **not** taking the exams during a thunderstorm. If you lose power or lose your internet connection, you will not be able to complete the test.

**Your “window of opportunity” to complete the mid-term exam is from 6:00 PM EST on Sunday, July 13 until 11:55 PM EST on Wednesday, July 16, 2008. Your “window of opportunity” to complete the final exam is from 6:00 PM EST on Sunday, August 3 until 11:55 PM EST on Wednesday, August 6, 2008.**

There will not be a review session for these exams. However, to enhance your learning experience and prepare you for these exams, you can use the textbook’s online companion site, located at [www.thomsonedu.com](http://www.thomsonedu.com). Here you will find exercises that will help you understand key concepts as well as tutorial, sample quizzes specifically designed for each chapter. Once the Thomson main page is up, click on the drop-down menu under “Humanities and Social Sciences” (on the left) and select “Counseling.” Click on “Ethics and Legal Issues,” and you will see the Corey book first on the list of ethics books. Click on the “Companions Site” blue link for students (there are 2: one for faculty, one for students) where you will find all the book chapters and their corresponding activities (including practice quizzes). **YOU DO NOT NEED TO CREATE AN ACCOUNT, THIS COMPANION SITE IS FREE.**

**Grading Criteria** (A – F)

Presentation (PowerPoint)	20
Activity	15
Class Participation	15
Midterm Exam (objective format)	25
Final Exam (essay format)	<u>25</u>
TOTAL:	100 points

A = 90 points or greater

B = 80 – 89 points

C = 70 – 79 points

F = Below 70 points

**Guidelines for Grading Presentation and Class Activity**

**Presentation (20 points)**

Use of technology (PowerPoint style, “drop-in” onto WebCT) – 7.5 points

Content and knowledge (relevance of topics addressed, additional sources added to presentation, summarizes key concept well, it is not repetitive) – 5 points

Delivery (each presenter will be graded individually on professionalism, involvement of audience [not just presenting to the professor], confidence of delivery [not asking professor if the information presented is correct], adherence to time limits, and if working in pairs, equal time allotted to both presenters) – 7.5 points

**Activity (15 points)**

Adherence to time schedule (approximately 30 minutes). This is a very important part of the overall presentation. Leave ample time so that students can benefit from your work and ask questions – 7.5 points

Content of activity (creativity, relevance to the topic, usefulness to mental health counselors – 7.5 points

**Additional Recommended Resources:**

American Psychological Association (1987). Casebook on ethical principles of psychologists. Washington, DC: Author.

American Psychological Association (1988). Trends in ethics cases. American Psychologist, 43 (7), 564-572.

American Psychological Association (1992). Ethical principals of psychologists. American Psychologist, 47 (12), 1597-1611.

Association of State and Provincial Psychology Boards (1996). Professional conduct and discipline in psychology. Washington, DC: APA.

Battin, M. Pabst (1982). Ethical issues in suicide. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Bennett, B. E., Bryant, B.K., VandenBos, G.R., & Greenwood, A. (Eds)(1990). Professional liability and risk management. Washington, DC: APA.

Bersoff, D.N. (1995). Ethical conflicts in psychology. Washington, DC: APA.

Biggs, D. & Blocher, D. (1987), Foundations of ethical counseling. NY: Springer Pub. Co.

Bissel, L. & Royce, J. (1987) Ethics for addiction professionals. MN: Hazelton.

Callis, R., Pope, S.K., & DePauw, M.E.(1982). Ethical standards casebook (3rd ed.). Alexandria, VA: American Association for Counseling and Development.

Canter, M.B., Bennett, B.E., Jones, S.E., & Nagy, T.F. (1994). Ethics for psychologists: A commentary on the APA ethics code. Washington, DC: APA.

Carroll, M.A., & Schneider, H.G., & Wesley, G.R. (1985). Ethics in the practice of psychology. Englewood Cliffs, NJ: Prentice Hall.

Comas-Diaz, L., & Griffith, E. (1988). Clinical guidelines in cross-cultural mental health. New York: John Wiley & Sons.

Editors (1991). Miscellaneous articles on ethics and professional relationships. Social Work, 36(2) 97-192.

Editors (1986). Miscellaneous articles on ethics. Journal of Counseling and Development, 64(5).

Editors (1986). Miscellaneous articles related to a national survey. Professional Psychology: Research and Practice. 17 (1 and 4).

Editors (1984). Miscellaneous articles on ethics & values. American Journal of Community Psychology. 12 (3).

Everstine, L., & Everstine, D. (Eds) (1986). Psychotherapy and the law. Orlando, Fl: Grune & Stratton.

Goldberg, C. (1977). Therapeutic partnership: Ethical concerns in psychotherapy. New York: Springer.

- House, A.E. (1999). DSM-IV diagnosis in the schools. New York: Guilford Press.
- Huey, W.C., & Remley, T., Jr. (Eds) (1988). Ethical and legal issues in school counseling. Alexandria, Va.: American School Counselor Association.
- Keith-Spiegel, P., & Koocher, G. (1985). Ethics in psychology: Standards and cases. New York: Random House.
- Kolberg, L. (1984). Psychology of moral development. New York: Harper and Rowe.
- Koocher, G.P., & Keith-Spiegel, P. (1990). Children, ethics, and the law: professional issues and cases. Lincoln: University of Nebraska Press.
- Lefley, H., & Pedersen, P. (Eds) (1986). Cross-cultural training for mental health professionals. Springfield, Illinois: Charles C. Thomas.
- Maney, A., & Wells, S. (1988). Professional responsibilities in protecting children: a public health approach to child sexual abuse. New York: Praeger.
- Margolin, G. (1982). Ethical and legal issues in marital and family therapy. American Psychologist. 37 (7), 788-801.
- Petrila, J., & Otto, R. (1995). Law & mental health professionals: Florida. Washington, DC: APA.
- Pope, K.S., Sonne, J.L., & Holroyd, J. (1993). Sexual feelings in psychotherapy. Washington, DC: APA.
- Pope, K.S., & Vasques, M.J.T. (1991). Ethics in psychotherapy and counseling. San Francisco: Jossey-Bass.
- Rave, E.J., & Larsen, C.C. (1995). Ethical decision making in therapy. Washington, DC: APA.
- Rosenbaum, M. (Ed.) (1982b) Ethics and values in psychotherapy: A guidebook. New York: Free Press.
- Schulte, J.M., & Cochrane, D. (1995). Ethics in school counseling. New York: Teachers College Press.
- Sue, D. W. (1981). Counseling the culturally different: Theory and practice. New York: Wiley.
- VandeCreek, L., and Knapp, S. (1993). Tarasoff and beyond: Legal and clinical considerations in the treatment of life-endangering patients (Revised Edition). Sarasota, FL: Professional Resource Press.

Van Hoose, W. H., & Kottler, J.A. (1985). Ethical and legal issues in counseling and psychotherapy. San Francisco: Jossey-Bass.

Woody, R. H., & Associates (1984). The law and the practice of human services. San Francisco: Jossey-Bass.