

## **MHS 6700 - Legal, Ethical & Professional Issues in Counseling**

**This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.**

### **CATALOG DESCRIPTION**

Legal, ethical and professional issues in counseling are viewed from a national, state, and local perspective.

### **COURSE DESCRIPTION**

Ethical standards are discussed from an historical and practice perspective, and an ethical decision-making model is explored. Laws that affect the professional practice of mental health, school and rehabilitation counseling are presented and examined. Professional issues concerns and associations are discussed.

### **GENERAL COURSE OBJECTIVES**

This course aims to provide students with the opportunity to:

1. Identify the major ethical frameworks, including principle ethics and virtue ethics, and apply ethical principles to individual, group, and family counseling situations with a sensitivity to multicultural and social justice considerations.
2. Apply policies, regulations, legislation and federal and state laws pertinent to mental health, school, and rehabilitation counseling.
3. Recognize implications for legal liability and malpractice.
4. Identify issues and requirements for professional credentialing, licensure, certification, registry, and program accreditation.
5. Identify organizational ethical issues as they impact the practice of professional counseling
6. Utilize Internet and library resources to obtain legal and ethical information.
7. Identify major legal trends and ethical issues in the counseling profession, with particular emphasis on advocacy for clients and the profession.
8. Recognize the formative influence of family, heroes, and personal style on ethical Sensitivity, commitment and decision making.
9. Critically analyze readings, everyday experience and case material in terms of professional, contextual and ethical considerations.

### **COMPETENCIES**

**Florida DOE:** 5.2, 6.1, 6.2, 6.3, 6.4, 6.5

**CACREP:** 1.b, 1.d, 1.f, 1.g, 1.h, 2.f, 3.c, , 4.i, 5.g,.6.g, .7.i, 8.f

**Mental Health:** A2, A4, A5, A6, B1

**School:** A6, A10.

### **TEACHING METHODOLOGIES**

To provide the student with a variety of learning experiences the following methods of instruction are used: lecture with & without Power Point; class and small group discussions; library research using on-line data bases; written ethical analyses, and internet resources

## **TEXTS, SUPPLEMENTAL READINGS, AND OTHER MATERIALS**

Readings as assigned.

You are expected to access library resources to complement the textbook

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

1. **Class Participation:** Students are expected to actively participate in in-class discussions and outside-of-class activities.
2. **Reading Reflection and Ethical Log Report.** This should be 1-2 pp typed, single spaced paper. It has two parts: (1) describes your reflection to the assigned readings of the week and (2) logs the ethic issues you have encountered that week, no matter how small. Relate each to the ethical principles: beneficence & non-maleficence; fidelity & responsibility; integrity; justice; and respect for others's rights and dignity. The purpose of the ethical log segment of the paper is to increase your ethical sensitivity and awareness. A total of 8 reports are due on dates specified in the Class Schedule.. Grading: 1 point if turned in at beginning of class; 2 points if turned in on time and evidences critical reflection. Papers longer than 2pp will be downgraded.
3. **Ethical Profile Paper.** This paper profiles you with regard to ethical and professional practice. The paper should be approximately 8-10 pp.(max of 10) in length and follow the APA style guide (5ed). It will include four sections. (1) *Ethical Autobiography.* Write about what in your backgrounds helps you think through and identify what is right and wrong, as well as what constitutes ethical professional behavior. Specify your current level of ethical commitment and ethical sensitivity.(2) *Ethical Decision-Making Style.* Everyone has a unique style of ethical decision-making which reflects their early and ongoing experiences with moral values and issues which has been influenced and shaped by parents, relatives, peers and valued adults in their lives, such as teachers and coaches . This section of your paper articulates your implicit style. Begin by sketching a family genogram chart and describing the various relationships and the ways in which key individuals, particularly your parents, have dealt with moral issues and decisions and how this has influenced your style. 3) *Professional/Ethical Hero.* Describe the individual--typically a mental health or school professional but not necessarily-- that has most impressed you and serves as a role model for you because of their professional/ethical presence, i.e., sensitivity, ethical commitment and ethical courage. (4) *Levels of Professional and Ethical Development.* Identify your current developmental levels and indicate how it has and will likely impact your work as a counselor. Suggest ways in which you can facilitate further development.
4. **Counseling Practice Exercise Reports:** Students will submit written reports of their analysis of professional/ethics dilemmas following the designated ethical decision making model. Students will read assigned cases and discuss them in small groups after which they will turn in a typed report the following week (max. of 3pp single spaced). The 4 reports are due on dates specified in the Class Schedule. Grading: 2 point if turned in at beginning of class; up to 5 points if turned in on time and evidences ethical decision-making competence. .
- 5 **Final Exam: This will be an objective exam consisting of multiple choice and short answer essay questions on topics covered during the semester.**

## EVALUATION SCORING

Class Participation	14 pts
Reading Reflection and Ethical Log Report	16 pts
Ethical Profile Paper	20 pts
Counseling Practice Exercise Reports	25 pts
Final Exam	<u>25 pts</u>
	100 pts

## **COURSE GRADING**

A = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
D = 60-69; F = < 60

## COURSE POLICIES

**1 Weekly Time Requirements:** This class meets for 3 hours per week. It is assumed that students will need a minimum of 2 hours of preparation for each 1 hour of class time. Readings and other assignments are structured with this ratio in mind.

**2. Participation & Attendance:** Students are expected to attend, be on time, and actively participate in all class sessions. Attendance at all classes is mandatory. Experiential exercises and classroom discussions need the student's active participation. Only 1 class absence is allowed without penalty. Late arrivals greater than 10 minutes will be counted as an absence. A reduction of 20% of the total points allotted for this course will be applied to each absence beyond the first. Students are expected to actively participate in class. Class discussions, exercises, and the processing of the reading materials will regularly take place.

**3. Incomplete coursework:** It is the students' responsibility to insure that they complete all coursework, assignments, exercises or examinations by the scheduled date. This grade requires both the instructor's and the department chairperson's approval, and must follow COE guidelines.

**4. Missed or late examinations and assignments:** All missed examinations or assignments will receive no credit. Late assignments, examinations or exercises are subject to a 20 % point reduction off of the total points available for that evaluation. Students who do not complete all activities associated with this class will receive an "F" as their final grade.

**5. Taping of classroom activities:** Taping of lectures and classroom activities is not permitted EXCEPT AS AN ACCOMMODATION supported and documented by the FAU Office for Students with Disabilities

**6. Academic dishonesty:** Cheating, plagiarism, and other forms of academic dishonesty are not acceptable student behavior, and can result in a failing grade for semester. Students are referred to the University's Honor Code for guidance. TURNITIN.COM is used as a plagiarism detection tool.

**8. Cell phones, pagers, and other personal electronic devices that emit sounds shall be seen and not heard during class.**

## COURSE SCHEDULE

The instructor reserves the right to make adjustments to this schedule, the topics covered, the assignments made, the evaluations required, or otherwise as may be need to effectively teach the material to be covered. Such adjustments will be made and announced at the beginning of the class or prior to the affected session, if possible. Additional reading assignments may be made in class.

Topic		Preparation
	Course Overview: Introduction to Ethical and Professional Practice	W-1
	Ethical Models and Theories	C- 1 <b>RLR-1</b>
	<b>NO CLASS–Holiday</b>	C-2
	Personal Ethics	C-3 & 4 <b>RLR-2</b>
	Relational Ethics; Culture and Ethical Practice	C-5; W-10 <b>RLR-3</b>
	Organizational Ethics	C-4 <b>RLR-4</b>
	Ethical Decision Making	W-2; <b>Ethical Profile Paper due</b>
	Competence	W-3 & 15 <b>RLR-5</b>
	Confidentiality	W-4; C-9 <b>RLR-6</b>
	Informed Consent	W-5 <b>RLR-7</b>
	Boundaries, Dual Relationships and Conflict of Interest	W-6 & 7; C-6 <b>RLR-8</b>
	Ethics in Supervision; Florida Legal Statutes	W-13; C-7 <b>CPE-1 due</b>
	Ethics in Mental Health Counseling	C-8 & 10 <b>CPE-2 due</b>
	Ethics in Marital and Family Counseling	W-8 <b>CPE-3 due</b>
	Ethics in School Counseling	W-12 <b>CPE-4 due</b>
	<b>Final Exam</b>	---

W- Weifel; C - Cohen & Cohen  
 RLR- Reading Reflection and Ethical Log Report  
 CPE- Counseling Practice Exercise Reports

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