# CPSY 5493: Professional and Ethical Issues in Counseling

# Course Syllabus - Fall 2008

#### TH 4:30-7:10

**Instructor:** **Julie Koch, Ph.D.** **Office Hours:** Wed 10:00-11:00

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#### Course Description

The prerequisite for this course is admission to the CPSY program. This course will cover principles and issues of professionalism and ethics in counseling. The course will follow a seminar format with special emphasis on the student’s thorough preparation for, and active participation in, class discussions. A main goal of this course is to introduce students to ethical principles, professional guidelines, and issues pertaining to special groups. Students are expected to challenge themselves to consider how their own values and backgrounds will influence their own personal sets of ethics. It is hoped that this course will assist students in their future daily work as professional counselors and will facilitate decision-making and consultation skills when faced with ethical dilemmas.

#### Course Objectives (based on CACREP standards)

1. Review the history and philosophy of the counseling profession, including significant factors and events (CACREP II.K.1.a)
2. Introduce professional roles, functions, and relationships with other human service providers (II.K.1.b)
3. Discuss ethical issues related to technological competence and use of technology in counseling (II.K.1.c)
4. Provide overview of professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphasis (II.K.1.d)
5. Review professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (II.K.1.e)
6. Discuss public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession (II.K.1.f)
7. Overview of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (II.K.1.g)
8. Comprehensive review of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling (II.K.1.h)
9. Review counselors’ roles in social justice and advocacy; introduce cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and ethical issues therein (II.K.2.d)
10. Facilitate student self-awareness and the importance of appropriate professional boundaries (II.K.5.b)
11. Introduce the importance of research, the use of research to improve counseling effectiveness, and difficulties in conducting research in the counseling profession (II.K.8.a; II.K.8.3)

## Evaluation of Course Objectives

1. Reflection Papers
   * 4 Reflection Papers, 5 points each
2. Pair Presentation
   * 1 Pair Presentation, 40 points
3. Final Paper
   * 1 8-10 page paper, 40 points
4. Reading Assignments and Participation
   * Additional points will be deducted from the student’s final grade if the professor has concerns about excessive tardiness, absences (more than 2), incompletion of reading assignments, or lack of active participation in class.

#### Course Procedures

**Required Course Materials (Please Bring To Each Class):**

1. Cottone, R. R. & Tarvydas, V. M. (2007). Counseling ethics and decision making (3rd ed.). Upper Saddle River, NJ: Pearson.
2. Additional readings from attached bibliography list. All readings, unless otherwise specified, are accessible electronically through the Oklahoma State University library system. It is the student’s responsibility to locate these articles.

## Attendance/Participation:

Regular class attendance and participation are required aspects of this course.

* You may be absent for up to two classes without penalty; *three points* will then be deducted from your final grade for every subsequent absence, regardless of the reason.
  + If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
  + Please read the assigned material before class and be prepared to discuss it. You are expected to actively participate in classroom discussions and activities.
  + Also, please consider this a friendly reminder to turn off all cell phones, pagers, and other noisemaking devices during class.

**Late Work:**

* + Assignments must be turned in at the beginning of class on the day they are due to receive credit. Electronic copies will not be accepted. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.
  + Please allow ample time to complete assignments. Printer and computer errors always seem to happen at the last minute!

**Grades:**

Grades are based on a point system. There are 100 points possible in this course. As noted above, your final grade can be lowered by lack of class attendance and participation. The distribution of points for each assignment is listed above. Grade assignment is as follows:

* 90-100 points: A
* 80-89 points: B
* 70-79 points: C
* 60-69 points: D
* Below 60 points: F
* Please note that OSU has instituted a special grade, F!, in cases of concerns related to academic integrity. Please refer to the syllabus attachment for more information.

**Diversity:**

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students’ awareness of diversity and multicultural understanding.

**Accommodations for Disabilities:**

Students with disabilities are encouraged to contact the professor as soon as possible to discuss their individual needs. In accordance with University policy, any student with a documented permanent or temporary disability who needs to arrange reasonable accommodations must contact Disability Services and the instructor at the beginning of the semester. All discussions will remain confidential.

**Scholastic Misconduct:**

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

**Technology:**

Students must utilize word processing programs for written assignments. In addition, students will be asked to read additional material that they will locate through library and Internet searches. The syllabus and some additional reading materials will be posted on the D2L site for the course.

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| **Day** | **Date** | **Chapters and Additional Readings** | **Assignment Due** |
| **1.** | 8/21  Intro | CT Ch 1  Familiarize w/ Appendix A  Familiarize w/ Ethical Standards for School Counselors |  |
| **2.** | 8/28  Ethics, Morals, & Values | CT Ch 3 & 5  Meara, Schmidt, & Day (1996), pp. 4-49 (portions will be assigned in class; do not read ahead) | Reflection Paper 1 |
| **3.** | 9/4  Diversity | CT Ch 11  Meara, Day, & Schmidt, pp. 50-55, 69-70  McCann (2001)  Familiarize w/ Appendices J, K |  |
| **4.** | 9/11  Decision-Making Models | CT Ch 6  Hill, Glaser, & Harden (1998)  Kitchener (1984)  Cottone & Claus (2000) | Reflection Paper 2 |
| **5.** | 9/18  Client Rights & Responsibilities | CT Ch 3 (revisit)  Informed Consent Statements  Familiarize w/ Appendices C, D | \*Print and bring Informed Consent Statements to class |
| **6.** | 9/25  Confidentiality & The Law | CT Ch 4  Moyer & Sullivan (2008)  Donner et al. (2008) |  |
| **7.** | 10/2  Boundaries | CT Ch 3  Moleski & Kiselica (2005) | Reflection Paper 3 |
| **8.** | 10/9  Assessment & Research | CT Ch 14  Familiarize w/ Appendix Q | Reflection Paper 4 |
| **9.** | 10/16  Training & Professional Roles | CT Ch 2, 7, 8 & 10  Familiarize w/ Appendices F, G, H, I |  |
| **10.** | 10/23  Supervision | CT Ch 19  Familiarize w/ Appendices V, W, X  Bernard & Goodyear (2004) | Student Presentations |
| **11.** | 10/30  Children & Elders | Welfel et al. (2000)  Hawley & Weisz (2003)  Carmichael (2006) | Student Presentations |
| **12.** | 11/6  Couples & Families | CT Ch 12  McCurdy & Murray (2003)  Familiarize w/ Appendices L, M | Student Presentations |
| **13.** | 11/13  Group & Career | CT Ch 15, 16  Familiarize w/ Appendices R, S | Student Presentations  (Case study to be distributed) |
| **14.** | 11/20  Schools | CT Ch 13  Remley & Huey (2002)  Ethical Tips for School Counselors  ASCA School Counselor articles  Familiarize w/ Appendices N, O, P | \*Print and bring Remley & Huey article to class |
| **15.** | 12/4  Wrap-up | CT Ch 20  State of Oklahoma LPC Regulations |  |
| **16.** | 12/11 | NO CLASS | Final Paper due by 4:30 p.m. |

**Assignments:**

* Writing: All assignments should be completed using APA format. Students should use 12-point font and double-space their papers. Papers will not be graded for grammar; however, if grammatical mistakes are excessive to the point of distraction, students may be asked to re-write and re-submit for full credit. Students may also be referred to the writing center for assistance. Papers are expected to be well-organized, well-written, and clear.
* Reflection Papers: 1-2 typed pages. 5 points each; total 20 points possible.
  + Reflection Paper 1: Please consider the “values auction” activity conducted in the first class meeting. You may include some of the following in your written reaction: What did you learn about yourself? Were there any surprises? How do you think your personal values are related to your family or cultural systems?
  + Reflection Paper 2: Please consider the discussion regarding ethical principles, morals, and values. You may include some of the following in your written reaction: What potential conflicts in values might emerge between you (as professional counselor) and your clients? Is it possible for counseling to be values-free? How will you balance “being yourself” and being respectful of your clients’ value systems?
  + Reflection Paper 3: Please consider the following case study and discuss personal reactions and possible courses of action.
    - Community counseling: *You are a counselor in a community clinic. A woman comes in to talk about a co-worker, who is acting more and more disorganized recently. She thinks her co-worker may be schizophrenic because he talks about noises he hears in his walls and recently has engaged in bizarre behavior. She is worried about her own safety, as he seems to be attached to her and she is the only one at work who he talks to about personal concerns. She wants to know what to do.*
    - School counseling: *You are a school counselor at a high school. A teacher comes in to talk about a student, who is acting more and more disorganized recently. She thinks her student may be schizophrenic because he talks about noises he hears in his walls and recently has engaged in bizarre behavior. She is worried about her own safety, as he seems to be attached to her and she is the only one at school who he talks to about personal concerns. She wants to know what to do.*
  + Reflection Paper 4: Please consider the following case study and discuss personal reactions and possible courses of action.
    - Community counseling: *You are an intern counselor in a community clinic. One of your clients tells you that she is applying for the same graduate program that you are in. You have been accepted to the doctoral program and know that if she is accepted, you will see her frequently and may even be a teaching assistant for some of her classes.*
    - School counseling: *You are an intern school counselor. One of your students’ parents tells you she is applying for the same graduate program that you are in. You have been accepted to the doctoral program and know that if she is accepted, you will see her frequently and may even be a teaching assistant for some of her classes.*
* Student Pair Presentations: Students will prepare and present a 30- to 40-minute presentation regarding an ethical issue of your choice. 40 points. The format should be an integration of lecture and active learning. Students will include the following:
  + A handout on the topic for all students and the professor (up to 2 pages)
  + An oral presentation, which may or may not include powerpoint slides
  + A group participation component
  + Bibliography of references (at least 10 references, 5 of which must be from professional journals) turned in to the professor

Potential topics include:

* Ethical considerations in work with persons with disabilities
* Ethical considerations in work with immigrant or refugee groups
* Ethical issues related to spirituality in counseling
* Ethical issues related to use of the DSM
* Ethical concerns related to political views and political action
* Ethical issues related to counselor burn-out or impairment
* Ethical issues related to HIV/AIDS counseling
* Ethical issues related to controversial or empirically unvalidated treatments
* Ethical issues regarding licensure, certification, advertisement, or the right to call oneself “counselor”
* Ethical issues related to sexual orientation counseling
* Other topics (please discuss these with the professor)

Grading criteria:

* Use of allotted time
* Quality of handout and slides
* Bibliography
* Ability to facilitate class participation
* Quality of oral instruction
* Final Paper: 8-10 pages; 40 points. Students will incorporate material learned throughout the course to an ethical case study. The case study will be distributed on 11/13/08 in class. Each student will consider a different case study. It is acceptable for students to receive peer feedback regarding their responses and to integrate this feedback into their final paper, as long as their work remains “their own.” Students should determine a course of action to be taken in response to the ethical dilemma and incorporate the following:
  + Ethical principles underlying the dilemma
  + Value systems of the client and counselor (the student)
  + A decision-making model (students should justify their reasoning for choosing this model)
  + Citation of appropriate professional standards and guidelines
  + Consideration of the cultural context of the client and counselor
  + Other action steps or considerations as discussed throughout the course
  + Citation of at least five references (journal articles) and bibliography

# Bibliography of Additional Readings

* Please note that full-text versions of all readings, unless otherwise specified, are accessible through the OSU library system. Students should see the professor in advance if they are unfamiliar with the library system or have difficulty downloading an article.

ASCA School Counselor Articles (2008). (\*Electronic copy will be accessible through the D2L site for the course.)

Bernard, J. M. & Goodyear, R. K. (2004). Ethical and legal considerations. In J. M. Bernard & R. K. Goodyear (Eds.), Fundamentals of Clinical Supervision, pp. 49-72. (\*Electronic copy available through D2L site for the course.)

Carmichael, K. D. (2006). Legal and ethical issues in play therapy. *International Journal of Play Therapy, 15,* 83-99.

Cottone, R. R. & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling & Development, 78,* 275-283.

Donner, M. B., VandeCreek, L., Gonsiorek, J. C. & Fisher, C. B. (2008). Balancing confidentiality: Protecting privacy and protecting the public. *Professional Psychology: Research and Practice, 39,* 369-376.

Ethical Standards for School Counselors (2004). Find at: <http://www.schoolcounselor.org/files/ethical%20standards.pdf>

Ethical Tips for School Counselors. Find at: <http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=166>

Hawley, K. M. & Weisz, J. R. (2003). Child and therapist (dis)agreement on target problems in outpatient therapy: The therapist’s dilemma and implications. *Journal of Consulting and Clinical Psychology, 71,* 62-70.

Hill, M., Glaser, K. & Harden, J. (1998). A feminist model for ethical decision making. *Women & Therapy*, *23,* 101-121. (\*Electronic copy will be accessible through the D2L site for the course.)

Informed consent samples. Find at:

<http://www.drlaurabrown.com/doc/ConsentForm.pdf>

<http://www.wvu.edu/~cocenter/informed_consent.shtml>

<http://www.centerforethicalpractice.org/Form-AdolescentConsent.htm>

Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. *Counseling Psychologist, 12,* 43-55.

McCann, D. (2001). Lesbians, gay men, their families and counselling: Implications for training and practice. *Educational and Child Psychology, 18,* 78-88. (\*Electronic copy will be accessible through the D2L site for the course.)

McCurdy, K. G. & Murray, K. C. (2003). Confidentiality issues when minor children disclose family secrets in family counseling. *The Family Journal, 11,* 393-398.

Meara, N. M., Schmidt, L. D., & Day, J. D. (1996). Principles and virtues: A foundation for ethical decisions, policies, and character. *Counseling Psychologist, 24,* 4-77.

Moleski, S. M. & Kiselica, M. S. (2005). Dual relationships: A continuum ranging from the destructive to the therapeutic. *Journal of Counseling & Development, 83,* 3-11.

Moyer, M. & Sullivan, J. (2008). Student risk-taking behaviors: When do school counselors break confidentiality? *Professional School Counseling, 11,* 236-245.

Remley, T. P. & Huey, W. C. (2002). An ethics quiz for school counselors. *Professional School Counseling, 6,* 3-11.

State of Oklahoma Licensed Professional Counselor Regulations (2008). Find at: <http://www.ok.gov/health/documents/ACT%20AND%20REGULATIONS%20-%20LPC%20-%207-31-2008.pdf>

Welfel, E. R., Danzinger, P.R & Santoro, S. (2000). Mandated reporting of abuse/maltreatment of older adults: A primer for counselors. *Journal of Counseling & Development, 78,* 284-292.