Syllabus:  EDE 617 (3 credits) Section 50
Legal and Ethical Issues in Counseling
Spring, 2003     W 4:30 - 7:20 pm
Department of Counseling, Administration, Supervision and Adult Learning
College of Education    Cleveland State University

"Everything should be made as simple as possible, but no simpler."
Albert Einstein

Instructor
Elizabeth Reynolds Welfel, Ph.D., Professor

Program knowledge base for school counseling: The school counselor as facilitator of human development and professional program manager
Community counseling program theme: The community agency counselor as facilitator of healthy development and adaptive functioning in emotional, social, and career domains.
Areas of focus within knowledge base:
(1) Appreciating the role of professional ethics, statutes and case law in counseling -- high focus
(2) Planning, developing, managing, and evaluating counseling programs -- moderate focus
(3) Appreciating the effects of cultural/social heritage on human development – moderate focus
4) Understanding of research and its applications -- low focus

Catalogue course description
Prerequisites: Admission to the master's doctoral or LPCC program in counseling and completion of EDE 604, EDE 622, and EDE 684 or permission of the instructor. Introduction to the ethical standards for the profession and to the research relevant to ethical behavior of counselors in mental health, career, and school settings. Study of important legal developments related to confidentiality, testing, research and supervision. Application of ethical and legal standards to complex cases. Examination of emerging ethical issues and models of ethical decision making.

Course Objectives
1. To develop a thorough understanding of the ethical standards of ACA and related professions and their implications for programming and service delivery.
2. To become familiar with major legal rulings that affect the work of counselors and the see the interplay between ethics and the law.
3. To understand the broader ethical principles underlying ethics codes so that students can make responsible ethical decisions about “cutting edge” or complex ethical issues.
4. To become familiar with research findings on ethical behavior of counselors and other mental health professionals.
5. To understand the relationship between personal values, emotional stability and ethical actions as professionals.
6. To become aware of emerging ethical issues and the responsible use of technology in counseling.
7. To understand how racism, sexism, ageism, heterosexism, and other forms of stereotyping are ethical issues.
Textbook and Required Readings


Other readings are available by electronic reserve through the CSU Library Webpage at http://scholar.csuohio.edu/screens/m_course.html. Hard copies are on reserve at the Reserve Desk on the first floor of the library. Copies of the *Journal of Counseling and Development, Professional Psychology, Psychological Assessment, Journal of Multicultural Counseling and Development, Counselor Education and Supervision* and *Professional School Counseling* are all in the stacks in the CSU library so students can also locate the assigned articles in those bound copies.

Course Outline

All readings due on the day assigned.

**January 15**

Introduction to the course – why bother about ethics?
The nature and scope of unethical practice in community, school and career settings
Current ethical standards and the interplay of law and ethics

Welfel, 3 - 44 and Appendix A


OR

Ethical standards of the Ohio Counselor and Social Worker Board. Retrieved from http://www.state.oh.us/csw/ethics.htm


**January 22**

Models of ethical decision making
Competence to practice: Ethical and legal dimensions

Welfel, 45 - 66


**January 29**

Confidentiality and its limits. Understanding privileged communication

TEST CASE #1

Welfel, 67 – 104


Required for community counseling students:

Required for school counseling students:

**ADDITIONAL INTERESTING READING – OPTIONAL**


**February 5**

**Confidentiality and privilege with minors**

**TEST CASE #2**

Welfel, 89-103


**February 12**

**Ethical issues in reporting abuse and neglect of vulnerable persons**

**PORTFOLIO CHECK #1**


**OPTIONAL**


**February 19**

**Informed consent: Ethical and legal dimensions**

**TEST CASE #3**

Welfel, 105 - 123


**March 5**

**Sexual misconduct**

**PORTFOLIO CHECK #2**

Welfel, 124 – 152


**INTERESTING ADDITIONAL READING – OPTIONAL**


March 12  
**NO CLASS**  
**SPRING BREAK**

March 19  
**Non-sexual boundary violations**  
**TEST CASE #4**

Welfel, 153-178

**OPTIONAL**


March 26  
**Ethics of testing, assessment, and diagnosis**  
**Ethics of group and family counseling**

Welfel, 179 - 230


April 2  
**in counseling**  
**Ethical and legal dimensions of the use of technology**

**Ethical counseling in a multicultural society**  
**WEB COUNSELING PAPER DUE**

Welfel, 231 -245


Heinlen, K., Welfel, E.R., Richmond, E.N., & Rak, C.F. (In press). Ethical issues in Web counseling: Do practitioners comply with current...


**April 9**

**Ethical and legal dimensions of supervision, teaching and research**

**Ethical and legal dimensions of community counseling**

**TEST CASE #5**

Welfel, 249 - 282, 302 - 323


**OPTIONAL RESOURCES FOR COMMUNITY COUNSELORS:**


**April 16**

**HIPAA and other legal regulations**

**CONSUMER BROCHURES DUE**

**April 23**

**Ethical and legal issues in school counseling**

**TEST CASE #6**

Welfel, 283 – 301


OPTIONAL READING FOR SCHOOL COUNSELORS


April 30

Ethics complaint process
Mock ethics hearing
PORTFOLIO CHECK #3

Welfel, 349 - 366


May 7

Final examination

Student responsibilities and assignments
1. Attendance at all class meetings. Please consult the instructor if you know you will be absent from a class because of other responsibilities or illness. No penalty exists for a single absence. Absence from a second class will result in a 3-point deduction from the course grade. A student who is 45 minutes late for a class will be considered absent.
2. Completion of all readings on the date assigned.
3. Participation in large and small group discussions and case analyses.
4. Completion of all test cases and final examination on an open-book open-note basis.
5. Completion of Web search on online counseling.
6. Development of a portfolio of all assignments and self-evaluation of learning

PORTFOLIOS: PURPOSE AND ORGANIZATION

A portfolio is a compilation of all written work for the course along with evaluation comments from the instructor. The purpose of the portfolio is to help you transfer your learning beyond the classroom experience and to assist you to reflect upon your learning in the course. The portfolio may also be useful as you seek employment in the field as you can share the products of your learning in the course with prospective employers.

The portfolio is typically a binder in which all written work can be kept. I encourage students to also keep the portfolio on a disk or CD so that employers who do not wish to keep a copy of a binder may have a disk or CD version to review. I will make a copy of the course syllabus available electronically to any student who wishes to add the syllabus to his or her disk or CD. For the purposes of this course the portfolio will be in hard copy.

Portfolios will be collected and reviewed at three points during the course as indicated on the course schedule.

DETAILED DESCRIPTION OF WRITTEN ASSIGNMENTS

TEST CASES

In each test case you will be asked to apply the concepts from the text, lectures and readings to a hypothetical case that is based on actual cases. Test cases will be completed during the first or last 25 minutes of class and will be in an open-book and open-note format. Graded test cases will be returned at the next class meeting. All test cases are to be kept in your portfolios. Each test case is worth a maximum of 6 points.

The following evaluation criteria will be applied to cases:
  Understanding of how laws and ethical standards apply to the case
  Accurate interpretation of the facts of the case
  Knowledge of the relevant aspects of research and scholarship on the subject
  Capacity to apply standards and material from assigned readings to a specific case
  Ability to express ideas clearly

WEB COUNSELING PAPER

Explore the World Wide Web and find two sites that provide online counseling or online psychotherapy. Review the information provided to prospective clients and explore the site as much as you can without “signing up” as a client. Then write a four page paper (typed, double-spaced, APA style) evaluating the degree to which the professionals providing that service are complying with either the NBCC Guidelines for WebCounseling or the ACA Guidelines for Internet Counseling. Include in your paper the exact Web addresses of the sites you surveyed. Print out basic information from the site and attach it to your paper. Details on APA style will be provided in class.

The following evaluation criteria will be applied to the WebCounseling paper:
  Skill in searching the Web to locate appropriate sites
  Understanding of NBCC and ACA guidelines for Web services
  Ability to apply NBCC and ACA guidelines to specific sites
Capacity to organize and present findings clearly

**CONSUMER BROCHURES**
Develop 2 consumer brochures from any combination of the following topics.
- Confidentiality and its limits (school counselors should aim this at students and parents)
- Informed consent in counseling
- Dual relationship issues: What consumers need to know about sexual and non-sexual dual relationships
- Complaint and grievance procedures against counselors in the state of Ohio and through professional organizations

The following evaluation criteria will be applied to the evaluation of the consumer brochures:
- Accuracy of interpretation of the codes and laws
- Ability to summarize complex information in a succinct format
- Ability to use language understandable to clients
- Ability to put information in a user-friendly format clients may find appealing

**GRADING CRITERIA**
Class participation: Students who fail to attend, participate in class activities and show evidence of completing the readings on time will lose 5 points from their final grade.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Test cases</td>
<td>7 points each totaling 42 points</td>
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<tr>
<td>Paper</td>
<td>20 points</td>
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<tr>
<td>Consumer brochures</td>
<td>10 points each totaling 20 points</td>
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<tr>
<td>Final examination</td>
<td>18 points</td>
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A = 93+  
A- = 90 – 92  
B+ = 86-89  
B = 83-85  
B- = 80 -82  
C = 70 =79  
F = 69-

**Additional Recommended Readings**


