Course Syllabus for APCE 657-700: Legal and Ethical Aspects of Counseling and Psychology
Fall 2014

INSTRUCTOR: Jeffrey Rings, Ph.D., Assistant Professor of Counseling Psychology

CREDIT HOURS: Three (3) semester hours

MEETS: UNC Colorado Springs Campus

DATES and TIMES:
- Fridays (11/21 and 12/5) 4pm to 10pm
- Saturdays (11/22 and 12/6) 8am to 5pm
- Sundays (11/23 and 12/7) 8am to 4pm

OFFICE HOURS: By appointment only

CONTACT INFORMATION:
Office: Greeley Campus, McKee 201A (mailbox in McKee 248)
Email: Jeffrey.rings@unco.edu
Phone: 970.351.1639 (Office)
Fax: 970.351.2625

PREREQUISITES: None

INSTRUCTOR QUALIFICATIONS: Dr. Jeffrey Rings earned his Ph.D. in Counseling Psychology from the University of Denver. His research interests and areas of specialization include clinical supervision, crisis intervention, grief and loss, suicide risk assessment and prevention, and Veterans' issues.

IMPORTANT NOTE 1: The version of this syllabus is for master's degree-seeking students only (e.g., Professional Counseling, Rehabilitation Counseling). If you are a student in a doctoral program (e.g., Counseling Psychology), please consult the instructor and ensure that you obtain a current copy of the doctoral-level version of the syllabus.
IMPORTANT NOTE 2: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as is possible.

COURSE DESCRIPTION: The course covers the interrelationship of ethical standards and legal regulation in professional counseling, education, and psychology. Ethical standards, litigation and legal regulation are examined in regard to professional practice.

COURSE CONTENT: This course is designed to address ethical and legal considerations for professional counseling, education, and psychology. It covers ethical standards for clinical counseling, school counseling, couple and family counseling, and psychology. It also addresses litigation and legal regulation in regard to professional practice. The course will introduce students to ethical standards of professional organizations and credentialing bodies (i.e. American Counseling Association, American School Counseling Association, Association of Marriage and Family Therapy).

METHODS OF INSTRUCTION: This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures, videos, small group discussions, in-class activities and projects, whole class discussions). The reading and assignment schedule is contained in this syllabus. Students are informed of these deadlines in advance and are expected to adhere to them.

CACREP COURSE KNOWLEDGE AND SKILL OUTCOMES (OBJECTIVES):
Upon successful completion of this course students will:

1. Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.G.1.j).
2. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling (CACREP CMHC.A.2). [Will be assessed through Written Assignments and Ethical Issues Presentation]
3. An awareness of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care system) (CACREP CMHC.A.7). [Will be assessed through Written Assignments and Ethical Issues Presentation]
4. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (CACREP CMHC.B.1). [Will be assessed through Written Assignments and Ethical Issues Presentation]
5. Understand the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling (CACREP MCFC.A.2).
6. Demonstrate the ability to apply and adhere to ethical and legal standards in marriage, couple and family counseling (CACREP MCFC.B.1).
7. Understand confidentially responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice (CACREP MCFC.D.5).
8. Understand ethical and legal considerations specifically related to the practice of school counseling (CACREP SC.A.2). [Will be assessed through Written Assignments and Ethical Issues Presentation]

9. Demonstrate the ability to apply and adhere to ethical and legal standards in school counseling (CACREP SC.B.1). [Will be assessed through Written Assignments and Ethical Issues Presentation]

10. Know counseling supervision models, practices, and processes (CACREP II.G.1.e).

11. Understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II.G.1.g).

TEXTS AND ADDITIONAL REQUIRED READINGS:


2) Your respective professional organization's code of ethics, as applicable:
   - **Students in the School Counseling Track ALSO** must acquire the American School Counselor Association’s Ethical Standards for School Counselors, available at the ASCA web site: [www.schoolcounselor.org](http://www.schoolcounselor.org).
   - **Students in the Couples and Family Therapy Track ALSO** must acquire copies of BOTH (a) the ethical code for the AAMFT (available online at [www.aamft.org](http://www.aamft.org)) and (b) the IAMFC Ethical Codes (available online at [http://www.iamfconline.com/PDFs/Ethical%20Codes.pdf](http://www.iamfconline.com/PDFs/Ethical%20Codes.pdf)).
   - If students are enrolled in an additional specialty, they should consult with the instructor.

3) **Journal Articles**: Several journal articles also will serve as required readings in addition to these texts. These specific articles are noted below in the Course Schedule and References List on the last page. You are responsible for securing these readings from the UNC Library system.

4) The appropriate CO DORA Documents. These documents (e.g., Colorado Mental Health Statutes, the respective appropriate Board of Examiner Rules and Policies documents) all are available for download on BB.

Also Highly Recommended


**COURSE REQUIREMENTS/ASSIGNMENTS:** All written assignments should be submitted using standard APA format (sixth edition). Unless indicated otherwise, please submit all assignments electronically via Blackboard through the appropriate portal (Assignments tab). All assignments are due before class on the respective dates posted in this syllabus. Any assignment turned in later than the posted time will receive a 10% reduction in the total points possible for that assignment for each day that it is late. Exceptions will be made only in cases of documented family or personal emergencies. Out of courtesy, please do not submit assignments during class time; instead, wait until designated breaks or after class.

1) **Class Attendance/Participation (15 points):** Please plan to attend all course meetings in their entirety and meaningfully engage in all course discussions and activities. Your attendance and degree of participation will be tracked by the instructors. Meaningful engagement means that your comments are additive to the discussion at hand and do not detract from the conversation or are not focused solely on personal issues. This class is highly collaborative in nature, thus a failure to remain meaningfully engaged potentially impacts the learning of the whole group.

   You are expected to notify the instructor, via email, of any need to be absent from class. If you suspect that regular attendance of this class may be difficult for you, then please consider taking it at another time. Lack of participation, tardiness, or any unexcused absences will result in a loss of points and may result in a course grade reduction of at least one letter grade. “Incompletes” are to be completed in the next academic term.

Please read the assigned readings prior to class and be prepared to discuss during class. Lecture and small group discussion times will highlight the materials assigned for that day. Students are responsible for all of the material in the assigned readings, as not everything in the readings can be discussed during class time.

2) **Personal Values Assessment (20 points; Due 11/26):** [*NOTE: This assignment also is being completed as part of your PC program’s Student Bi-Annual Review Process. Please consult the program for further details regarding its submission.]*

   **Prompt:** Please reflect on/consider your own set of personal values and unique characteristics as discussed in class; then, respond to the following two prompts in approximately 5-6 pages:
   - Please describe three personal values or characteristics that you believe could negatively impact your work as a counselor. Please explain your points in some detail, including some examples that provide context.
   - Please describe three personal values or characteristics that you believe could positively impact your work as a counselor. Again, please explain your points in some detail, including some examples that provide context.

3) **Ethical Dilemma Assignment (30 points; Final Draft):** You will be given one case study involving an ethical dilemma for you to resolve; one that is relevant to your unique area
of concentration/field of study. Further instructions will be provided when your case study is distributed.

- Rough Draft Due: 11/30/14
- Final Draft Due: 12/9/14

4) **Personal Disclosure Statement Document** (10 points; Due 12/5): Following graduation yet pre-licensure, imagine that you will be working in a private practice setting. Please develop and customize a personal disclosure statement document that you could use at that time; include everything that is required as well as some personal touches. Please make sure to include some information about your theoretical orientation, your approach to counseling and for setting goals, and techniques regularly used. You MUST bring a paper copy of your statement with you to class on Friday, 12/5.

*Important note: This is a simulated informed consent document only. Once you are out of school, at minimum you would need to modify this document to fit your work environment and to ensure that it remains compliant with current Colorado law.*

5) **Ethical Issues Presentation** (25 points): *To be completed in groups of three.* The purpose of this assignment is to explore a legal and/or ethical issue in the profession that is considered unusual, challenging, or complicated (e.g., false memory syndrome, confidentiality regarding criminal acts, domestic violence reporting, etc.). Presentations will occur on the last two days of the semester; student teams are to prepare and upload a PowerPoint presentation in BB no later than 6pm on the day before the team’s presentation. Please include a minimum of six resources to support your presentation, at least three of which must be journal articles. Presentations should be approximately 20 minutes in length. Videos or other media may be included (no more than 5-10 minutes), but should not impinge on your actual presentation time.

- Topics must be approved in advance by the instructor. Proposed topics are due in to him via email (one paragraph or less) by class on 11/23. Please state “APCE 657 Presentation Topic Proposal” in the subject line, and cc your presentation partner in the email.

**BREAKDOWN OF TOTAL POINTS POSSIBLE:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation:</td>
<td>15</td>
</tr>
<tr>
<td>Personal Values Assessment:</td>
<td>20</td>
</tr>
<tr>
<td>Ethical Dilemma (Final Draft):</td>
<td>30</td>
</tr>
<tr>
<td>Personal Disclosure Statement:</td>
<td>10</td>
</tr>
<tr>
<td>Ethical Issues Presentation:</td>
<td>25</td>
</tr>
<tr>
<td>Total Points Possible:</td>
<td>100</td>
</tr>
</tbody>
</table>
**TENTATIVE COURSE SCHEDULE:**

**PLEASE NOTE:** Although every attempt will be made to follow this schedule, Dr. Rings reserves the right to make changes as the semester proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as is possible.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/21</td>
<td>• Course Orientation/Introductions&lt;br&gt;• Introduction to Ethics&lt;br&gt;• Ethical Codes&lt;br&gt;• Ethical Code Group Presentation Prep</td>
<td>• Corey: Chp 1&lt;br&gt;• All ethical codes as applicable</td>
</tr>
<tr>
<td>11/22</td>
<td>• Ethical Code Group Presentations&lt;br&gt;• Therapist Personhood/Values&lt;br&gt;• Multicultural Competencies&lt;br&gt;• Professional Competence I&lt;br&gt;• DORA &amp; CO Mental Health Law</td>
<td>• Corey: Chps 2, 3, 4&lt;br&gt;• DORA Documents&lt;br&gt;• Kocet &amp; Herlihy, 2014</td>
</tr>
<tr>
<td>11/23</td>
<td>• Ethical Decision Making Models&lt;br&gt;• Informed Consent&lt;br&gt;• Confidentiality Issues</td>
<td>• Corey: Chps 5, 6&lt;br&gt;• Crowder &amp; Lowe, 2000&lt;br&gt;• Joint Task Force..., 2013&lt;br&gt;• Presentation topics due today&lt;br&gt;• Values Assignment due 11/26&lt;br&gt;• Ethical Dilemma (RD) due 11/30</td>
</tr>
<tr>
<td>12/5</td>
<td>• Ethical Issues in School Counseling&lt;br&gt;• Managing Boundaries &amp; MRRs&lt;br&gt;• ED Assignment 1 Group Discussion*&lt;br&gt;• (<em>Must bring a copy to class!)&lt;br&gt;• Personal Disclosure Statements</em>&lt;br&gt;• (*Must bring a copy to class!)</td>
<td>• Corey: Chp 7&lt;br&gt;• Broderhorn, 2006&lt;br&gt;• Dailor &amp; Jacob, 2011&lt;br&gt;• Kiel &amp; Knoblauch, 2010&lt;br&gt;• Personal Disclosures due today</td>
</tr>
<tr>
<td>12/6</td>
<td>• Going to Court&lt;br&gt;• Professional Competence II&lt;br&gt;• Final Presentations</td>
<td>• Corey: Chps 8, 9, 10&lt;br&gt;• Murphy, 2011&lt;br&gt;• Personal Plan for Licensure Exercise</td>
</tr>
<tr>
<td>12/7</td>
<td>• Ethical Issues in CFT&lt;br&gt;• Final Presentations&lt;br&gt;• Personal Plan for Licensure Discussion</td>
<td>• Corey: Chp 11&lt;br&gt;• Vasquez et al., 2008&lt;br&gt;• Course Evaluations (EC)&lt;br&gt;• Ethical Dilemma (Final) Due 12/9</td>
</tr>
</tbody>
</table>
ACADEMIC CONDUCT: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” or “U” on an assignment to expulsion from the University.

PROFESSIONAL CONDUCT: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

ACCOMMODATIONS STATEMENT: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

INCLUSIVITY STATEMENT: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own.

ELECTRONIC DEVICES: All cell phones and pagers are to be turned off or set to vibrate mode during class time. No emailing, Facebooking, text messaging, etc. during class time. If a student has a particular need (is on-call for work or has children at home) s/he is expected to notify the instructor prior to the beginning of class so that accommodations can be made.

AUDIO/VIDEO RECORDING POLICY: With the exception of your own written work and other-published works, all other course-related materials are considered the intellectual property of the instructor and/or the UNC Department of Applied Psychology and Counselor Education. Audio/video recording of any and all occurrences during class time (e.g., lectures, discussions, presentations, activities, small group projects, etc.) is expressly prohibited by the instructor. Exceptions may be granted based on documented disability (see Accommodations Statement above) or on a case-by-case basis only. Violations of this policy may be considered as violations of academic and/or professional conduct as described above.
ADDITIONAL REQUIRED READINGS:


PLEASE READ and PRINT THIS SYLLABUS and BRING TO CLASS EVERY DAY

***SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS AND FOR POSSIBLE FUTURE SUBMISSION TO LICENSURE BOARDS***