



**Course Syllabus for APCE 657-005 (CRN 40730):
Legal and Ethical Aspects of Counseling and Psychology
Summer 2023: Lowry Campus**

INSTRUCTOR: Laura Watts, Ph.D., Licensed Professional Counselor
Pronouns: she/her/hers

CREDIT HOURS: Three (3) semester hours

SYNCHRONOUS DATES and TIMES:

Fridays (5/19 and 6/9) 4 pm to 10 pm

Saturdays(5/20 and 6/10) 8 am to 5 pm

Sundays (5/21 and 6/11) 8 am to 5 PM

OFFICE HOURS: By appointment only

CONTACT INFORMATION:

Email: laura.capasso@unco.edu

PREREQUISITES: None

IMPORTANT NOTE: 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, couples 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 (e.g., American Counseling Association, American School Counseling Association, American Association of Marriage and Family Therapy).

METHODS OF INSTRUCTION: Students will be involved in learning in a variety of modalities (lectures, videos, small group discussions, in-class activities and projects, whole class discussions).

CACREP COURSE KNOWLEDGE AND SKILL OUTCOMES (OBJECTIVES):

In accordance with the 2016 CACREP Standards, upon successful completion of this course, students will have increased knowledge and understanding of:

1. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard: 2.F.1.g). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity].
2. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Standard: 2.F.1.i). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, Ethics Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities].
3. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP Standard: 2.F.5.d). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, Ethics Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities]. Legal and ethical considerations specific to clinical mental health counseling. (CACREP CMHC Standard: 5.C.2.l). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, ACA and IAMFC Ethics Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities].

4. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP CMHC Standard: 5.C.2.m). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, Ethics Code presentations, Ethical Dilemma vignette assignment and activities].
5. Ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling (CACREP MCFC Standard: 5.F.2.o). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, ACA and IAMFC Ethics Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities].
6. Legal and ethical considerations specific to school counseling (CACREP SC Standard: 5.G.2.n). [Met through: readings, course lectures, in-class discussions, ASCA Ethics Code presentation, Values Paper assignment, Ethical Dilemma vignette assignment and activities].
7. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within a managed care system (CACREP CRC Standard: 5.D.2.t). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, ACA Ethics Code presentation, Ethical Dilemma vignette assignment and activities].
8. Legal and ethical issues and responsibilities in clinical supervision (CACREP Standard: 6.B.2.j). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment/activity, ACA/IAMFC/ASCA Ethics Code presentations, Values Paper assignment].

TEXTS AND ADDITIONAL REQUIRED READINGS:

- 1) Corey, G., Corey, M., & Corey, C. (2018). *Issues and ethics in the helping professions* (10thed.). Belmont, CA: Cengage. ISBN-13: 9781337406291.
- 2) Your respective professional organization's code of ethics, as applicable. All are available online through the respective organizations' websites as well as this course's public Dropbox folder.
 - **All PC Students** must acquire the American Counseling Association *Code of Ethics*, 2014 version.
 - **School Counseling majors ALSO** must acquire the American School Counselor Association's *Ethical standards for school counselors*, 2016 version.
 - **Marriage, Couples, and Family Counseling/Therapy majors ALSO** must acquire codes of ethics for **BOTH** (a) the AAMFT, 2015 version; and (b) the IAMFC, 2017 version.

- **Rehabilitation Counseling majors ALSO** must acquire the Commission on Rehabilitation Counselor Certification's *Code of professional ethics for rehabilitation counselors*, 2017 version.
 - 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 directly via DORA's website.

Also Highly Recommended

- 1) Kottler, J.A., & Carlson, J.(2002). *Bad therapy: Master therapists share their worst failures*. New York, NY: Routledge. ISBN-10:0415933234
- 2) *Lane, D. K. (2021). *The legal guide for practicing psychotherapy in Colorado, 2021-2022 academic year*. Denver, CO:CLE in Colorado, Inc.

*Available at: <https://cle.cobar.org/Books/Product-Info/productcd/ZLGPPE21E>

Note: If you do intend to purchase this book, please DO NOT purchase any prior editions as they are out of compliance.

COURSE REQUIREMENTS/ASSIGNMENTS: All written assignments should be submitted using standard APA format (7th edition, please). Unless indicated otherwise, please submit all assignments electronically via Canvas through the Assignments tab. All Assignments are due before class on the respective due dates indicated in this syllabus. Any assignments turned in later than the indicated time will receive an immediate 10% reduction in the total points possible for that assignment for each day that it is late.

1. **Class Attendance/Participation (15 points)**: Plan to attend all course meetings in their entirety and engage meaningfully in all discussions and activities. Your attendance and degree of participation will be tracked and graded. This course is highly collaborative; that means that each voice is necessary and important. We will get out of this class what we create together.

You are expected to notify Dr. Watts via email if you will be late to class. If you suspect that attending all class meetings, in their entirety, will be problematic, you are strongly encouraged to take the course at another time. Lack of participation and/or tardiness will result in a loss of points, as well as a possible grade reduction of at least one letter grade. Any unexcused absence may result in failing the course.

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

2. Personal Values Assessment (25 points: due 6/7 @ 11:59 pm): Please reflect on and consider your own set of personal values, beliefs, and unique characteristics as discussed in class; then, respond to the following two prompts in no more than seven pages of total text:

- Please describe three personal values, beliefs, 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, beliefs, 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.

Further Consideration: Please be sure that your reflections are specific to who you are as a person; the goal is to explore areas of your personhood. Please (a) concretely explain what these components look like for you, (b) explain how you think it originated, where it came from, (c) how you think it has the potential to impact your work with clients, and with regard to the hindrances: (d) how you'll work to counteract the potential hindering impact.

3. Ethical Dilemma Assignment (40 points; Final Draft): You will be given one video case study involving a true-to-life ethical dilemma for you to resolve. This case will be specific and relevant to your unique area of concentration/field of study. Further instructions will be provided when your case study is distributed.

- **Rough Draft due: 5/26 (11:59 pm)**
- You will be assigned to meet with your small group consultation team for 90 minutes sometime before Weekend 2.
- Large Group Consultation meetings will occur during Weekend 2. This time will be valuable in the development of your work.
- **Final Draft due: 6/9 (12 pm)**

Personal Disclosure Statement Document (20 points; Due 6/8 at 11:59 pm): 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. Remember, you want your clients to have a sense of your essence! *You are allowed to be informed by, but you may not plagiarize, others' disclosure statements.*

NOTE: You MUST bring a PAPER copy of your DS to class on Friday, 6/9!

BREAKDOWN OF TOTALPOINTS POSSIBLE:

Attendance & Participation: 15 points

Personal Values Assessment: 25 points

Ethical Dilemma Final Draft: 40 points

Personal Disclosure Statement: 20 points

Total Points Possible: 100 points

Tentative Course Schedule:

Although every attempt will be made to follow this schedule, Dr. Watts 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 possible.

Date	Topic	Readings/Assignments Due
5/19	<ul style="list-style-type: none"> • Course Orientation/Introductions • Introduction to Ethics/Ethics Codes • Ethics Code Group Presentation Prep • Counselor Personhood 	<ul style="list-style-type: none"> • Corey: Chps 1, 2 • Zerubavel & Wright, 2012 • All ethical codes as applicable
5/20	<ul style="list-style-type: none"> • Counselor and Personal Values/Exercise • Ethics Code Group Presentations • Professional Competence 	<ul style="list-style-type: none"> • Corey: Chps 3, 8 • Kocet & Herlihy, 2014

5/21	<ul style="list-style-type: none"> • DORA & CO Mental Health Law • Ethical Decision-Making Models, activity • Informed Consent • Ethical Issues in School Counseling 	<ul style="list-style-type: none"> • Corey: Chp 5 • Crowder & Lowe, 2000 • Kiel & Knoblauch, 2010 • Luke et al., 2017 (SC only) • Lund et al., 2017 • Tuttle et al., 2019 • DORA Documents (IN CLASS) • Values Paper due 6/7 • Ethical Dilemma (RD) due 5/26 (11:59 pm) • Disclosure Statement due 6/8, must bring to class 6/9
6/9	<ul style="list-style-type: none"> • Managing Boundaries • Confidentiality I • Personal Disclosure Statements* Partner activity (*MUST bring PAPERcopy to class!) 	<ul style="list-style-type: none"> • Corey: Chp 7 • Joint TaskForce 2013 • Landon et al., 2019
6/10	<ul style="list-style-type: none"> • Confidentiality II • Multicultural Counseling Competencies • Social Justice 	<ul style="list-style-type: none"> • Corey: Chps 4, 6, 13 • McIntosh, 1989 • Sue, 2017 <ul style="list-style-type: none"> • Ratts, 2016
6/11	<ul style="list-style-type: none"> • Going to Court • Ethical Issues in CFT • Termination 	<ul style="list-style-type: none"> • Corey: Chps 9, 10, 11 • Murphy, 2011 • Vasquez et al., 2008 • Ethical Dilemma Final due 6/11

Academic Integrity: You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof.

Students who have engaged in the act of plagiarism will be given an “F” in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

Accommodations Statement: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

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 worldviews may be different from their own.

The University of Northern Colorado embraces the diversity of its immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Food Insecurity and Basic Needs: Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist

students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Land Acknowledgment: The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

ADDITIONAL REQUIRED READINGS:

- Crowder, C., & Lowe, P. (2000, October 29). Her name was Candace: Promises broken, a killing in therapy, a life erased. *Rocky Mountain News*.
- Joint Task Force on the Development of Telepsychology Guidelines for Psychologists. (2013). Guidelines for the practice of telepsychology. *American Psychologist*, 68(9), 791-800.
- Kiel, J. M., & Knoblauch, L. M. (2010). HIPAA and FERPA: Competing or collaborating? *Journal of Allied Health*, 39(4), E161-E165.
- Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling and Development*, 92, 180-186.
- Landon, T., McKnight-Lizotte, M., Connor, A., & Pena, J. (2019). Rehabilitation counseling in rural settings. *Journal of Rehabilitation*, 85(2) 47-57.
- Luke, M., Gilbride, D., & Goodrich, K. M. (2017). School counselors' approach to ethical decision making. *Journal of CounselorLeadership and Advocacy*, 4(1), 1-15.
- Lund, E. M., Schultz, J. C., Nadorff, M. R., Galbraith, K., & Thomas, K. B. (2017). Experience, knowledge, and perceived comfort and clinical competency in working with suicidal clients among vocational rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 61(1), 54-63.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Independent School*, 49, 31-36.
- Murphy, S. N. (2011, February 21). Your witness. *Counseling Today*. Retrieved from: <http://ct.counseling.org/2011/02/your-witness/>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48.
- Sue, D. W. (2017). The challenges of becoming a White ally. *The Counseling Psychologist*, 45(5), 706-716.
- Tuttle, M., Ricks, L., & Taylor, M. (2019). A child abuse reporting framework for early career school counselors. *The Professional Counselor*, 9(3), 238-251.

Vasquez, M.J. T., Bingham, R.P., & Barnett, J.E. (2008). Psychotherapy termination: Clinical and ethical responsibilities. *Journal of Clinical Psychology, 64*(5), 653-665.

Zerubavel, N., & Wright, M.O. (2012). The dilemma of the wounded healer. *Psychotherapy, 49*(4), 482-491.

APCE 657: Professional Identity and Ethics Assessment Rubric

Professional Identity and Ethics – Students will demonstrate an understanding of the counseling profession, develop an identity as a professional counselor, and abide by the counseling-related legal and ethical guidelines.

Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Ethical Practice Student demonstrates knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, nonmalfeasance, justice, and fidelity in their work across client populations and community settings.</p>	<p>Student demonstrates superior knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, nonmalfeasance, justice, and fidelity in their work across client populations and community settings.</p>	<p>Student demonstrates basic, entry-level knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, nonmalfeasance, justice, and fidelity in their work across client populations and community settings.</p>	<p>Student demonstrates limited knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, nonmalfeasance, justice, and fidelity in their work across client populations and community settings.</p>	<p>Student demonstrates a lack of knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, nonmalfeasance, justice, and fidelity in their work across client populations and community settings.</p>

<p>Application of Ethical Codes Student demonstrates the knowledge and skills in applying relevant professional ethical codes to guide their</p>	<p>Student demonstrates superior knowledge and skills in applying relevant professional ethical codes to guide their work and</p>	<p>Student demonstrates basic, entry-level knowledge and skills in applying relevant professional ethical codes to guide their</p>	<p>Student demonstrates limited knowledge and skills in applying relevant professional ethical codes to guide their work and decision-</p>	<p>Student demonstrates a lack knowledge and skills in applying relevant professional ethical codes to guide their work and decision-</p>
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<p>work and decisionmaking in their practice of counseling.</p>	<p>decision-making in their practice of counseling.</p>	<p>work and decisionmaking in their practice of counseling.</p>	<p>making in their practice of counseling.</p>	<p>making in their practice of counseling.</p>
<p>Professional Identity Student demonstrates an understanding of their professional role and identity as a counselor, and their professional responsibility to their community.</p>	<p>Student demonstrates a superior understanding of their professional role and identity as a counselor, and their professional responsibility to their community.</p>	<p>Student demonstrates a basic, entry-level understanding of their professional role and identity as a counselor, and their professional responsibility to their community.</p>	<p>Student demonstrates a limited understanding of their professional role and identity as a counselor, and their professional responsibility to their community.</p>	<p>Student demonstrates a lack of understanding of their professional role and identity as a counselor, and their professional responsibility to their community.</p>

<p>Professional Boundaries Student demonstrates an understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.</p>	<p>Student demonstrates a superior understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.</p>	<p>Student demonstrates a basic, entry-level understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.</p>	<p>Student demonstrates a limited understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.</p>	<p>Student demonstrates a lack of understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.</p>
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