Course Syllabus for APCE 657-700:
Legal and Ethical Aspects of Counseling and Psychology
Spring 2019

INSTRUCTOR: Jeffrey Rings, Ph.D., Licensed Psychologist, Associate Professor of APCE

GRAD ASSISTANTS: Austin Hamilton, MA, Sean Kershaw, MA, Nathan Landers, BA

CREDIT HOURS: Three (3) semester hours

DATES and TIMES:
- Fridays (1/4 and 1/18) 4pm to 10pm
- Saturdays (1/5 and 1/19) 8am to 5pm
- Sundays (1/6 and 1/20) 8am to 4pm

OFFICE HOURS: By appointment only

CONTACT INFORMATION:
- Office: Greeley Campus, McKee 202 (mailbox in McKee 248)
- Email: Jeffrey.rings@unco.edu
- Phone: 970.351.1639 (Office)
- Fax: 970.351.2625

PREREQUISITES: None

INSTRUCTOR QUALIFICATIONS: 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., Clinical Mental Health Counseling, School 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, 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, 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.

**APA PROFESSION-WIDE COMPETENCIES FOR THIS COURSE:** In order to pass this course, doctoral students in Counseling Psychology must receive a rating of 3.0 or higher by the end of the semester for each element below.

<table>
<thead>
<tr>
<th>RATING KEY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All/Slightly (Beginner)</td>
<td>Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended, close supervision is required.</td>
<td>Competence is at least at the minimal level necessary for functioning with moderate supervision required.</td>
<td>Competence is above average, trainee can function independently with periodic supervision.</td>
<td>Competence is well-developed and trainee can function independently with little or no supervision required.</td>
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</table>
### Element 2. Ethical & Legal Standards

| 2A | Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and, relevant professional standards and guidelines. |
| 2B | Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. |
| 2C | Conduct self in an ethical manner in all professional activities. |
| 2ICD | Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in an ethical manner. |

### Element 4. Professional Values & Attitudes

| 4A | Behave in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. |
| 4B | Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being and professional effectiveness. |
| 4C | Actively seek and demonstrate openness and responsiveness to feedback and supervision. |
| 4D | Respond professionally in increasingly complex situations with greater degree of independence as they progress across levels of training. |
| 4ICD | Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues related to professional values and attitudes. |
| 4CP | Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation). |

### Element 5. Communication & Interpersonal Skills

| 5A | Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and those receiving professional services. |
| 5B | Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. |
| 5C | Demonstrates effective interpersonal skills and ability to manage difficult communication well. |
| 5ICD | Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions. |
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).

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).

3. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP Standard: 2.F.5.d).

4. Legal and ethical considerations specific to clinical mental health counseling (CACREP CMHC Standard: 5.C.2.l).

5. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP CMHC Standard: 5.C.2.m).

6. 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).

7. Legal and ethical considerations specific to school counseling (CACREP SC Standard: 5.G.2.n).

8. 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 systems (CACREP CRC Standard: 5.D.2.t).


10. 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).

TEXTS AND ADDITIONAL REQUIRED READINGS:


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.

• 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 or through this course’s public Dropbox folder.

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 via DORA’s website or through this course’s public Dropbox folder.

**NOTE:** The course’s public Dropbox folder can be accessed here: 
[link](https://www.dropbox.com/sh/zh07jusg5mw658/AAAcDPDOAqN-kMm_Gu4fX7QMa?dl=0)

**Also Highly Recommended**


*Available at: [link](http://cle.cobar.org/Books/Product-Info/productcd/ZLGPPB19B)

**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 (sixth edition). Unless indicated otherwise, please submit all assignments electronically via Canvas through the appropriate portal (e.g., 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 instructor. 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 late to class. If you suspect that attendance of any portion of this class may be difficult for you, then you are STRONGLY ENCOURAGED to take it at another time. Lack of participation or tardiness will result in a loss of points and a possible course grade reduction of at least one letter grade. Any unexcused absence may result in failing the course. “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 (25 points; Due 1/9/19 @ 12pm):** [*NOTE: This assignment also is being completed as part of your PC program’s Student Biannual Review Process. Please consult the program for further details regarding its submission.]*

Prompt: Please reflect on/consider your own set of personal values, beliefs, and unique characteristics as discussed in class; then, respond to the following two prompts in approximately 6 to 7 pages:

- 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 Instructions:** You’re welcome to address particular values that you hold, beliefs, characteristics of yours, and so on that make up who you are as a person all BEFORE you entered the profession. In other words, these all are to be personally-
based rather than professionally-based. For each of these that you choose to write about (three potentially hindering your work in the profession, three potentially helpful), you need to (a) concretely explain what you mean by it, (b) explain how you think it originated, (c) how you think that it might impact your work with clients, and for the three potential hindrances, (d) how you’ll try to counteract said potential impact. Please address each one of the six separately, in about a page apiece (this paper should be about six to seven pages). If you want to address one particular issue as both positive and negative, you may do that no more than once, and you then need to write about it twice.

3) **Ethical Dilemma Assignment (40 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. **NOTE:** You MUST have access to your rough draft (paper or electronic) in class on Friday, 1/18/19.
   - Rough Draft Due: 1/13/19 (11:59pm)
   - Final Draft Due: 1/26/19 (11:59pm)

4) **Personal Disclosure Statement Document (20 points; Due 1/18/19 at 4pm):** 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, 1/18/19.

*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.*

**BREAKDOWN OF TOTAL POINTS 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
**TENATIVE 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>
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</table>
| 1/4  | • Course Orientation/Introductions  
      • Introduction to Ethics/Ethical Codes  
      • Ethical Code Group Presentation Prep | • Corey: Chp 1  
• All ethical codes as applicable |
| 1/5  | • Therapist Personhood/Values  
      • Ethical Code Group Presentations  
      • Professional Competence I | • Corey: Chps 2, 3, 8  
• Kocet & Herlihy, 2014  
• Zerubavel & Wright, 2012 |
| 1/6  | • DORA & CO Mental Health Law  
      • Ethical Decision Making Models  
      • Informed Consent  
      • Multicultural Competencies  
      *Guest Speaker: Nathan Landers* | • Corey: Chps 4, 5  
• Crowder & Lowe, 2000  
• McIntosh, 1989  
• Sue, 2017  
• DORA Documents  
• Values Assignment due 1/9  
• Ethical Dilemma (RD) due 1/13 |
| 1/18 | • Managing Boundaries & MRRs  
      • Personal Disclosure Statements*  
      (*Must bring a paper copy to class!*)  
      • ED Assignment Group Discussion*  
      (*Must bring a copy to class!*) | • Corey: Chp 7  
• Joint Task Force..., 2013  
• Personal Disclosures due today |
| 1/19 | • Confidentiality  
      • Ethical Issues in School Counseling | • Corey: Chp 6  
• Broderhorn, 2006 (SC only)  
• Dailor & Jacob, 2011 (SC only)  
• Kiel & Knoblauch, 2010  
• Stone & Zirkel, 2010 (SC only) |
| 1/20 | • Going to Court  
      • Ethical Issues in CFT  
      • Professional Competence II  
      • Termination | • Corey: Chp 9, 10, 11  
• Murphy, 2011  
• Vasquez et al., 2008  
• Course Evaluations (EC)  
• Ethical Dilemma (Final) due 1/26  
• All EC due 1/27 |
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.

DISABILITY RESOURCES: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g., time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: 970-351-2289, Michener Library L-80. Students can learn more about the accommodation process at: http://www.unco.edu/disability-support-services/

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 (e.g., is on-call for work or has children at home) they are 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.

SEXUAL MISCONDUCT/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.

**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***
**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.

<table>
<thead>
<tr>
<th>Knowledge Learning Outcome Assessed</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethical Practice</strong></td>
<td>Student demonstrates superior knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-malfeasance, justice, and fidelity in their work across client populations and community settings.</td>
<td>Student demonstrates basic, entry-level knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-malfeasance, justice, and fidelity in their work across client populations and community settings.</td>
<td>Student demonstrates limited knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-malfeasance, justice, and fidelity in their work across client populations and community settings.</td>
<td>Student demonstrates a lack of knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-malfeasance, justice, and fidelity in their work across client populations and community settings.</td>
</tr>
<tr>
<td><strong>Application of Ethical Codes</strong></td>
<td>Student demonstrates superior knowledge and skills in applying relevant professional ethical codes to guide their work and</td>
<td>Student demonstrates basic, entry-level knowledge and skills in applying relevant professional ethical codes to guide their work and</td>
<td>Student demonstrates limited knowledge and skills in applying relevant professional ethical codes to guide their work and decision-</td>
<td>Student demonstrates a lack knowledge and skills in applying relevant professional ethical codes to guide their work and decision-</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>Professional Boundaries</td>
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**Professional Identity**

Student demonstrates an understanding of their professional role and identity as a counselor, and their professional responsibility to their community.

- Student demonstrates a superior understanding of their professional role and identity as a counselor, and their professional responsibility to their community.
- Student demonstrates a basic, entry-level understanding of their professional role and identity as a counselor, and their professional responsibility to their community.
- Student demonstrates a limited understanding of their professional role and identity as a counselor, and their professional responsibility to their community.
- Student demonstrates a lack of understanding of their professional role and identity as a counselor, and their professional responsibility to their community.

**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.

- 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.
- 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.
- 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.
- 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.