



**Course Syllabus for APCE 657-700 (CRN 15350):
Legal and Ethical Aspects of Counseling and Psychology
Fall 2020: Loveland Campus**

INSTRUCTOR: Jeffrey Rings, Ph.D., Licensed Psychologist, Associate Professor of APCE
Pronouns: he, him, his

CREDIT HOURS: Three (3) semester hours

DATES and TIMES:

Fridays (11/20 and 12/4)	4pm to 10pm
Saturdays (11/21 and 12/5)	8am to 5pm
Sundays (11/22 and 12/6)	8am to 4pm

OFFICE HOURS: By appointment only

CONTACT INFORMATION:

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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, American 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 are 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):

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]

4. 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]

5. 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]

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). [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]

7. 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]

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 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]

9. 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* (10th ed.). 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.
 - 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 directly via DORA's website or through this course's public Dropbox folder on the first day of the course.

NOTE: The course's public Dropbox folder can be accessed here:
https://www.dropbox.com/sh/zho7ju9sg5mw658/AAAcDPDOA9N-kMm_Gu4fX7QMa?dl=0

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. (2019). *The legal guide for practicing psychotherapy in Colorado, 2019-2020 academic year*. Denver, CO: CLE in Colorado, Inc.

*Available at: <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 (seventh 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 11/24 @ 11:59pm)**: [**NOTE: This assignment also is being completed as part of the 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 during class on Friday, 12/4.

- Rough Draft Due: 11/29 (11:59pm)
- Final Draft Due: 12/10 (11:59pm)

4) Personal Disclosure Statement Document (20 points; Due 12/3 at 11:59pm): 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. You are allowed to be informed by, but you may not plagiarize, others' disclosure statements.

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
Ethical Dilemma (Final Draft):	40
Personal Disclosure Statement:	20
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.

Date	Topic	Readings/Assignments Due
11/20	<ul style="list-style-type: none"> • Course Orientation/Introductions • Introduction to Ethics/Ethical Codes • Ethical Code Group Presentation Prep 	<ul style="list-style-type: none"> • Corey: Chp 1 • All ethical codes as applicable
11/21	<ul style="list-style-type: none"> • Therapist Personhood/Values • Ethical Code Group Presentations • Professional Competence I 	<ul style="list-style-type: none"> • Corey: Chps 2, 3, 8 • Kocet & Herlihy, 2014 • Zerubavel & Wright, 2012
11/22	<ul style="list-style-type: none"> • DORA & CO Mental Health Law • Ethical Decision-Making Models • Informed Consent • Ethical Issues in School Counseling 	<ul style="list-style-type: none"> • Corey: Chp 5 • Crowder & Lowe, 2000 • Abreu et al. 2016 (SC only) • Kiel & Knoblauch, 2010 • Luke et al., 2017 (SC only) • Tuttle et al., 2019 • DORA Documents • Values Paper due 11/24 • Ethical Dilemma (RD) due 11/29 • Personal Disclosure due 12/3
12/4	<ul style="list-style-type: none"> • Managing Boundaries & MRRs • Personal Disclosure Statements • ED Assignment Group Discussion* (*MUST bring access to class!) 	<ul style="list-style-type: none"> • Corey: Chp 7 • Joint Task Force..., 2013 • Landon et al., 2019
12/5	<ul style="list-style-type: none"> • Confidentiality • Multicultural Counseling Competencies 	<ul style="list-style-type: none"> • Corey: Chp 4, 6, 13 • Lund et al., 2017 • McIntosh, 1989 • Sue, 2017
12/6	<ul style="list-style-type: none"> • Going to Court • Ethical Issues in CFT • Professional Competence II • Termination 	<ul style="list-style-type: none"> • Corey: Chp 9, 10, 11 • Murphy, 2011 • Vasquez et al., 2008 • Course Evaluations (EC) • Ethical Dilemma (Final) due 12/10 • All EC due 12/11

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.

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 the Disability Resource Center (DRC) to request accommodations. Office: 970-351-2289, Michener Library L-80. Students can learn more here: <https://www.unco.edu/disability-resource-center/>

EQUITY AND INCLUSION STATEMENT: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, 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. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

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.

TITLE IX: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual

harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or <https://www.unco.edu/cebs/psychological-services-clinic/>

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

FOOD INSECURITY AND BASIC NEEDS: 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.

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: A phenomenological study on barriers and supports. *Journal of Rehabilitation*, 85(2) 47-57.

Luke, M., Gilbride, D., & Goodrich, K. M. (2017). School counselors' approach to ethical decision making. *Journal of Counselor Leadership 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/>

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.

*****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.				
Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
Ethical Practice Student demonstrates knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates superior knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates basic, entry-level knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates limited knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates a lack of knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.
Application of Ethical Codes Student demonstrates the knowledge and skills in applying relevant professional ethical codes to guide their	Student demonstrates superior knowledge and skills in applying relevant professional ethical codes to guide their work and	Student demonstrates basic, entry-level knowledge and skills in applying relevant professional ethical codes to guide their	Student demonstrates limited knowledge and skills in applying relevant professional ethical codes to guide their work and decision-	Student demonstrates a lack knowledge and skills in applying relevant professional ethical codes to guide their work and decision-

work and decision-making in their practice of counseling.	decision-making in their practice of counseling.	work and decision-making in their practice of counseling.	making in their practice of counseling.	making in their practice of counseling.
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.