School of Psychology and Counseling

CES 100 Course Syllabus

Instructors: Emad Fahmy and Jaclyn Cervo Jacobson

1. **Title of course:**

 Professional Orientation and the Ethical and Legal Aspects of Counseling

1. **Course Description:**

 Analysis of theoretical approaches to counseling and representative techniques for each. Particular attention will focus on values and multicultural issues and their impact on the counselor, client, and process of counseling.

 Identifies critical, ethical, and legal aspects of the helping professions and considers some of the moral-ethical dilemmas of counselors and other helpers. Focus on actual cases, ethics, legal responsibilities, and decision-making.

1. **Course Objectives:**

 **Goals:** To provide an overview of various theoretical approaches to counseling and representative techniques for each. To make counselors aware of the ethical and legal guidelines that govern their professional behavior and to help them consider the process of making decisions related to professional behavior.

 **Course Objectives**

Students will be able to:

1. Examine appropriate professional counselor attributes and skills applicable in the process of counseling. Particular attention will focus on values and multicultural issues and their impact on the counselor, client, and process of counseling. Opportunities for self-evaluation as a helper will be provided.
2. Demonstrate an understanding of the history and development of ethical and legal aspects of counseling.
3. Demonstrate an understanding of the ethical standards of the American Counseling Association and related divisions and their implications for practice.
4. Compare and contrast different models of ethical decisions-making.
5. Demonstrate an understanding of the broader ethical principles underlying ethics codes.
6. Compare and contrast the relationship between law and ethics.
7. Address current issues and case students related to ethics and standards of practice.
8. Demonstrate an understanding of the policies and procedures for handling ethical violations.
9. Describe the U.S. civil and criminal court system and address the potential counselor roles of witness, advocate, and defendant.
10. Give examples of cultural differences in ethical conceptualization and application of codes of ethics.
11. To provide an opportunity to construct a current personal “theory” of counseling.
12. **Critical Competencies:**
	* 1. **Develop** knowledge of the History and philosophy of the counseling profession. (CACREP Professional Identity [PI] II.G.1.a)
* Demonstrated by successful completion of assigned readings and midterm examination.
	+ 1. **Understand** professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications. (CACREP PI II.G.1.b)
* Demonstrated by successful completion of assigned readings and midterm examination.
	+ 1. **Identify** and **learn** counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. (CACREP PI II.G.1.c)
* Demonstrated by successful completion of assigned readings, participation in classroom activities and midterm examination.
	+ 1. **Identify** and **discuss** self-care strategies appropriate to the counselor role. (CACREP PI II.G.1.d)
* Demonstrated by successful completion of “Self-care” mini paper and participation in classroom discussions.
	+ 1. **Examine** counseling supervision models, practices, and processes. (CACREP PI II.G.1.e)
* Demonstrated by successful completion of assigned readings and final examination.
	+ 1. **Learn** about professional organizations, including membership benefits, activities, services to members, and current issues. (CACREP PI II.G.1.f)
* Demonstrate by successful completion of assigned readings and final examination.
	+ 1. **Develop** knowledge about professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP PI II.G.1.g)
* Demonstrated by successful completion of assigned readings and final examination.
	+ 1. **Examine** and **discuss** the role and process of the professional counselor advocating on behalf of the profession. (CACREP PI II.G.1.h)
* Demonstrated by successful completion of assigned readings, participation in classroom discussion, “Study of Ethics Codes” short paper, and final examination.
	+ 1. **Understand** the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (CACREP PI II.G.1.i)
* Demonstrated by successful completion of assigned readings, participation in classroom discussion and mini paper.
	+ 1. **Examine** ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP PI II.G.1.j)
* Demonstrated by successful completion of assigned readings, participation in classroom discussion, learning team presentation, and “Study of Ethics Codes” paper.
1. **Method of Evaluation:**

The course will be letter graded. Grades will be assigned based on points earned on the following requirements.

* + 1. Complete assigned readings prior to class and while in class participate in discussion and other classroom activities- **10 points**
		2. Learning Team Presentation- **15 points**

 Each learning team will have 45minutes to instruct on a course related topic of their choosing. The instruction format is the choice of the team. The instruction could be a role play, a video, a “game show”, a mock hearing, or a lecture. Teams will select the topics on a first-selected first-assigned basis. The topics should be selected from one of the main areas of focus of the course, such as, confidentiality, duty to warn, privilege, boundary issues, diversity, ethical concepts, malpractice, and records. The objective is to be as creative as possible, to teach and/or review an important content area.

* + 1. Study of Ethics Codes- **10 points**

 Study the ACA, and the AMCHA or the ASCA Ethics codes. Write a short (2-3page) paper and comment about what you found most interesting and your area of greatest disagreement or confusion.

* + 1. Midterm exam- **15 points**
		2. Discussion Board Leader- **15 points**

 Create and post a discussion question for your classmates to consider and respond to. The question must evidence careful thought and meaningful research/reflection on an ethical or moral issue related to counseling. Your peers will be required to submit one initial response to your discussion board question and one response question to a classmate’s initial response. As discussion board leader you will be required to respond at least once to each participant’s initial post.

* + 1. Mini papers- **5 points each**
			1. Self-care: Write a short (2-3page) paper on the role that self-care will play in your personal and professional life as a counselor. Discuss potential concerns and strategies specific to you.
			2. Counselor as an advocate: Write a short (2-3page) paper on what you see as your role as a counselor and advocate. Describe potential issues such as institutional and social barriers and how you might address them as a counselor.
		2. Final cumulative examination- **25 points**
1. **Course Grading:**
	1. Final Course Grades will be assigned based on points earned.



* 1. Summary of Assignments:

Assigned Readings & Class Participation- 10 points

Learning Team Presentation- 15 points

Study of Ethics Codes- 10 points

Midterm Examination- 15 points

Discussion Board Leader- 15 points

Mini Papers- 10 points (each worth 5 points)

Personal Theory Paper- 15 points

Final Examination- 20 points

1. **Required Texts and Resources:** At least two texts and two articles related to your topic.

Corey, G. (2008). *Theory and practice of counseling and psychotherapy* (8th Ed). Belmont, CA: Thomsom Brooks/Cole. ISBN 0495102083

Heaton, K. J., & Black, L. L. (2009). I knew you when: A case study of managing preexisting nonamorous relationships in counseling. *The Family Journal, 17*(2), 134-138. doi: 10.1177/1066480709332854

Smith, H. B., & Robinson, G. P. (1995). Mental health counseling: Past, present, and future. *Journal of Counseling and Development, 74*(2), 158-162.

Remley, T. P., Jr., & Herlihy, B. (2009). *Ethical, legal, and professional issues in counseling* (3rd Ed). Upper Saddle River, NJ: Prentice Hall. ISBN 0137016719