

LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Department of Counseling Psychology

Professional Mental Health-Addiction Counseling

**MHCA 525 Ethical and Legal Issues
in Professional Mental Health & Addiction Counseling**

Time & Day: 5:30 pm - 8:30 pm, Tuesday

Class Room:

Instructor: Don Wissusik

Office Hours:

CATALOG DESCRIPTION

Consideration of the applicable ethical and legal issues for professional mental health and addiction counselors. Students develop skills in ethical assessment and resolution.

COURSE DESCRIPTION

Professional ethics provide critical guidance to the provision of all services as counselors. This course will offer an in depth focus on the relevant knowledge, awareness and skills necessary to practice safely and responsibly in professional mental health and addiction counseling. Students will engage in dialog throughout the course and work in peer consultation teams to identify and resolve ethical dilemmas and adopt sound ethical and professional practices. Considerations of diversity are extremely important in the context of counseling ethics. Sensitivity to cultural, ethnic, se/gender, and people with disabilities is imperative in learning how to apply ethical standards in a positive and competent manner to all populations. Students will complete written standards in a positive and competent manner to all populations. Students will complete written and oral assignments designed to further awareness and mirror actual standards of the profession.

COURSE PURPOSE

Students will explore their personal values as they relate to a professional ethical code.

Students will gain knowledge and awareness of the content, application and interrelationship of the ACA Code of Ethics, standards of professional practice, and state and federal mental health statutes.

Students will develop a framework for approaching ethics in counseling from a positive and preventative perspective, striving for the highest standards of the profession.

Students will have an appreciation of cultural influences to ethical reasoning and learn to consider how ACA ethical standards are perceived and applied across different groups of people.

Students will learn to identify and resolve ethical dilemmas using a formal decision making model.

Students will learn sound risk management practices.

Students will learn about the role of the licensing board and other professional organizations and the steps necessary to complete licensure.

Students and the instructor will share responsibility for creating and maintaining an effective learning environment.

ETHICAL and LEGAL GOALS and OBJECTIVES

Knowledge of state, federal, and provincial laws and regulations that apply to the practice of mental health and addictions counseling

Knowledge of professional ethics and standards of practice that apply to professional mental health and addiction counseling

Knowledge of policies and procedure of the practice setting

Understanding of the process of making ethical decisions

Ability to recognize ethical dilemmas in practice settings

Ability to recognize when a legal consultation is necessary

Ability to recognize when clinical supervision or legal consultation is necessary

Ability to recognize consultation

Ability to recognize issues related to ethics, laws, regulations, and professional standards

Understand the limitations to confidentiality and parameters of mandatory reporting

Understand the need and how to create a safety plan for clients who present with potential self-harm, suicide, abuse, or violence

Understand how to take action when ethical and legal dilemmas emerge

Know how to report information to appropriate authorities as required by law

Understand how to practice within defined scope of practice and competence and how to obtain knowledge of advances and theory regarding effective clinical practice

How to obtain license(s) and specialty credentials

Understand the necessity of monitoring personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct

Understand how to maintain client records with timely and accurate notes

When to (how to) consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work

The importance of pursuing professional development through self supervision, collegial consultation, professional reading, and continuing educational activities

CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES

II.K.1.e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

II.K1.f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

II.K.1.h. and ethical standards of ACA and related entities and applications of ethical and legal considerations in professional counseling

II.K.2.f. ethical and legal considerations.

II.K.3.e. and ethical and legal considerations.

II.K.5.e. a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

II.K.5.g. and ethical and legal considerations.

II.K.6.g. and ethical and legal considerations.

A3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;

A4. ethical and legal considerations specifically related to the practice of professional mental health and addiction counseling (e.g., the **ACA Code of Ethics**)

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.2 Understand ethical and legal considerations specifically related to the practice of addiction counseling.

AC.A.3. Knows the roles, functions, and settings of addiction counselors, as well as

the relationship between addiction counselors and other mental health professionals.

AC.A.4. Knows the professional organizations, competencies, preparation standards,
and state credentials relevant to the practice of addiction counseling.

AC.E.3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.

AC.E.4. Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national
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levels to enhance equality, increase funding, and promote programs that affect
the practice of addiction counseling.

READINGS & ASSIGNMENTS

Required text:

Remley, Jr., T. P & Herlihy, B. (2010) **Ethical, Legal, and Professional Issues in Counseling**, (3rd edition), Pearson Education, Inc., Merrill imprint, New Jersey.

Ethical Guidelines - students will obtain and bring current copies of the following:

1. **2012 ACA Ethical Guidelines**
2. **Ethical Standards of Alcoholism and Drug Abuse Counselors of the state of Oregon**

State of Oregon Requirements for the following licensed professionals:

Requirements for licensing as a Licensed Professional Counselor (LPC) and
as
a Licensed Marriage and Family Counselor (LMFT).

Assignments

The final course grade will be based upon the following assignment:

Attendance and participation (25%): The objectives of this course are achieved primarily through active discussion of the concepts presented in the weekly readings; therefore it is essential that students attend all session and participate

actively each week. Students will be graded on their contributions to classroom discussion and presentation of concepts from the text, lectures and selected readings.

Ethics Written Assignment (25%): Students will complete a written autobiographical ethics assignment. More information regarding this assignment, including a grading criteria form, will be given out the first week of the class. **Due Week #4.**

Exam (25%): Students will complete a final written exam covering the assigned material and class room content. The exam will be short answer essay and multiple choice. **Administered Week #8.** More information regarding this exam will be given out prior to the actual exam.

Final Ethics Exam Presentation (25%): Peer consultation teams will receive a clinical vignette involving a complex ethical situation. Each team will be given a brief consultation time during class and then will present the case, their decision-making process, and their action plan to the class. More information regarding the assignment, including a grading criteria form, will be provided during the semester. **Presentations will be during classes meeting Weeks #9 & #10.**

Grading (100 total points possible):

93-100 = A 83-87 = B 73-77 = C
90-92 = A- 80-82 = B- 70-72 = C-
88-89 = B+ 78-79 = C+

Weekly Schedule

<u>Week</u>	<u>Date</u>	<u>Course Content</u>	<u>Reading Materials</u>
1.	9-4-12	Introductions & Student Objectives - Course Overview - Professional Ethics - ACA -LPC - LMFT	
2.	9-11-12	Competence - Confidentiality Informed Consent - HIPPA Drug & Alcohol Records -	Text: Chapters 1, 2, 13, 4, 5

		Mental Health Records	Team case consultation - case vignette or selected readings to be given
3.	9-18-12	Clinical Supervision Self-care - Suicidal Clients - Consultation	Text: Chapter 14 Team case consultation - case vignette or selected readings to be given
Week	Date	Course	Reading Materials
4.	9-25-12	Legal Issues Written Ethics Autobiography Due	Text: Chapter 16 Team case consultation - case vignette or selected readings to be given
5.	10-2-12	Multiple relationships Professional Boundaries	Text: Chapter 12, 8 Team case consultation - case vignette or selected readings to be given
6.	10-9-12	Counseling children, adults, families and groups	Text: Chapters 9,10 Team case consultation - case vignette or selected readings to be given
7.	10-16-12	Ethical dilemmas, confidentiality Risk management & modern technology	Text: Chapter 6, 7

Team case consultation -
case vignette or selected
readings to be given

8.	10-23-12	Multicultural issues Evaluations, diagnosis Special topics Written Exam	Text: Chapter 3, 11, 15
9.	10-30-12	Final Ethical Dilemma Presentations.	
10.	6-6-12	LAST CLASS Final Ethical Dilemma Presentations continued Course evaluation, feedback, and closing discussion on professional issues and ethics	

NONDISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis and Clark College adheres to a nondiscriminatory policy with respect to employment enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include

necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to the learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

If you miss a class, you will be asked to make a class presentation. This involves the following:

- * Complete all the required reading assignments for the class you missed, and choose two extra readings related to the topic from a peer reviewed journal.
- * You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings.(both the assigned and the ones you chose to read further about).
- * At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflections. Failure to turn in your paper on the same day of your presentation will negatively affect your course grade.

SPECIAL ASSISTANCE

The Student Support Service Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations for this class.

