Lewis and Clark College Graduate School

Department of Counseling, Therapy and School Psychology

MHC 532-01   Ethical & Legal Issues in Professional Counseling
Professional Mental Health Counseling &
Professional Mental Health Counseling – Specialization in Addictions
Class will be held Online Only
Thursdays 5:30 to 8:30 September 10th thru November 12th

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Class Catalogue Description:

MHC 532 Ethical and Legal Issues in Professional Counseling
Content: Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments, and treatment plans.
Prerequisites: Take either MHCA-502 or MHC-503.
Credits: 2 semester hours.
Required CACREP Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

C2l. legal and ethical considerations specific to clinical mental health counseling

Books Required Reading:

Ethical, Legal and Professional Issues in Counseling (2020) T. Remley & B Herlihy

Ethics Desk Reference for Counselors 2nd Edition J. Barnett & W.B. Johnson

Class Description and Essential Goals

Students will establish a foundation for their ethical and professional development as effective counselors through the study of ACA ethical guidelines and state laws. Articulation of one's personal worldview context including recognition of their race, power and privilege will create a framework of accountability when considering interactions with clients and impacts of treatments. Development of critical thinking will be essential for applying an ethical decision-making model that includes addressing systemic racism and practices of antiracism. Through readings, class discussions, small group dialogues, and reflective writing students will gain knowledge and develop intentionality when applying and adhering to ethical guidelines. Intentional ongoing self-care practice will create optimum functioning in addressing clinical scenarios and clinician impact on clients.

Format and Outcomes

The class will be developed as a community of collaborative learners where each will be an active in agent in their own learning experiences. We will seek to educate and inspire each other to new vistas of knowledge and awareness. All students will participate in generating a class environment where students support each other in a respectful, productive, and resourceful manner as might be paralleled in the world of professional work.

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	
Powerpoints, Creative Development of Ethical Decision Making Model, Online class	

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations (2014). Guidelines, parameters, and boundaries are implemented into assignments and class discussions. It is expected that anything presented by students during class presentations, assignments and discussions will **remain absolutely confidential**. Failure to follow these guidelines may result in failure of the class.

Evaluation of Professional Qualities

Each student will be evaluated in the areas of demonstration of self-awareness, , ethical considerations, effectiveness of oral and written communication, and openness to feedback. This includes the expectation for timely submission and **completion of all assignments** as well as a respectful and earnest attitude towards classmates, instructor, and future clients. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in an incomplete or failure of the class. If there are concerns about a student's work a meeting with the instructor will be scheduled to discuss the dynamics and potential outcomes during the course of the semester.

Classroom Attendance Policies

All missed classes require a make-up assignment.

Absences: Missing more than 10% of class time **(3 hours,** a graduate school policy) results in **a failure to complete class and a student must withdraw from the class and retake the class.**

Make-up Assignments for missed class time will be posted on Moodle: This will be defined by the instructor including date due. This when successfully completed will cover the class activities of the day missed. Reading notes due that day will still be required or if giving a presentation will have to be made-up by presenting on another day.

Missing Assignments: Students are expected to do all assignments on time; any assignments not completed may result in a class incomplete or class failure. Missing class is loss of points earned in the missed class and make-up points may be earned through the make-up assignment.

Incompletion of Class: Incomplete work (not absences) will be assessed before the final class, including what is expected for completion and the timeframe for completion. This includes receiving an incomplete in the class as the final grade.

Zoom Class Experience

This class will be held online and remotely, synchronously, and asynchronously. We will not always use the entire synchronous time allotted; you should be available during that time for course activities such as discussion of readings, small group meetings, engaged focus learning on weekly topics as well as planning for group presentations. Synchronous class startup will be determined each week for following week's class. For help and troubleshooting with Zoom, visit the Zoom Help Center: https://support.zoom.us/hc/en-us

Moodle Platform

Moodle will be essential for this class. Information, assignments, weekly updates and for handing in assignments. The majority of week by week class information and assignments due as well as important resources and links will be posted at least one week in advance. If you have questions about accessing and using Moodle, visit Lewis & Clark's Moodle Resources page. Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's Learning Remotely website.

Disability Statement

If you require academic accommodations, please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

Assignments

Reading assignment quotes are due before class for the purpose of being used for discussions in small and all- class groups.

Late Assignments: 2 point deduction for a late assignment per day.

1. **Reading Highlights: 7 weeks of timely completion of all highlights = 86 points total**

   For each chapter assigned identify two intriguing ideas or compelling concepts or possibly points of confusion. You only need the highlight and not your reflection on the highlight. Type: the quote- (a few sentences) from your highlights and identify the book, the Chapter. These will be used in class discussions and **handed in as an assignment each week .**

   You do not need to write any personal reflection on the quotes.

2. **Class participation and contributions to discussions. 14 points total**
3. **Design and map out (to be handed in) a personalized Ethical Decision-Making Model which integrates some positionality of worldview elements. Utilize class presentations and discussions, research articles posted on Moodle, textbook readings as well as elements of social justice advocacy and antiracism. 35 points**
4. **Research Article that represents Ethical dilemmas in the counseling field. Write- up a two page paper identifying the ethical concerns in the article, your rationale for why it is an ethical dilemma of concern for you as well as a proposal of possible resolutions that might be applied to remedy the ethical dilemmas. This will be handed in -both article and rationale/discussion as well as presented (5-7 minutes) in class. Total points possible 35.**
5. Final Quiz will be 30 items. It may include true/false. Yes-no, multiple choice and a case study. **Total points possible are 30.**

Grading

200-185= A   184-170 =B   169-150=C   below a C (150) failure of class.

Key Require\d Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Ethical Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
Goal 1 of 1							

Understands, and follows ethical standards	Early Program	90-100% cumulative quiz score	80-89% cumulative quiz score	70- 80% cumulative quiz score	Below 70% cumulative quiz score	MHC 532/MHCA 525 Ethics: Passes ethics quizzes with 80% minimum	First Year Portfolio Review/Advisor: Referral to Benchmark Review Committee