

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 532
Ethical & Legal Issues in Professional Counseling
Syllabus Cover Sheet

Required 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)

C2i. legal and ethical considerations specific to clinical mental health counseling

Key Required 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/ MHCA525 Ethics: Passes ethics quizzes with 80% minimum	First Year Portfolio Review/ Advisor: Referral to Benchmark Review Committee

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	
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:	

Graduate School of Education and Counseling Lewis & Clark College

MHC 532-01: Ethical & Legal Issues in Professional Counseling

Spring 2021 (2 credits) & Remote via Zoom

Day & Time: Wednesdays 1:00 - 4:00 pm PST

Location: Zoom: <https://zoom.us/j/95987476393>

Office hours: by appointment only

Instructor: Gianna Russo-Mitma (*she/her*), LMFT, giannar@lclark.edu

I want to acknowledge that we're still operating in unusual circumstances again this term. The current COVID-19 pandemic is affecting all of us in various ways, both big and small, and you are not alone. I've adjusted our course plans to accommodate remote teaching and I anticipate we may have to make additional changes as the term progresses and we learn what is working and what is not working for our class community

Class Structure:

We will meet synchronously as a class on Zoom **every** Wednesday afternoon. **General class structure will be:** short lecture by the instructor, small group work/discussion in breakout rooms, then larger class discussions with topics & case studies. We will take multiple breaks. Class may or may not go for all 3 hours each time. We may possibly have Moodle asynchronous participation for shorter Zoom classes, but there will definitely be assignments due on Moodle.

For this class specially, we will be reading the textbook out of order, as this class is organized around the order of the 2014 ACA Code of Ethics structure.

Goals for this class: Basic understanding of ethics, critical thinking, how to consult with other professionals, how to utilize your resources, etc.

Technology:

Per accessibility, I will be recording Zoom lectures for this class. If you are in a shared space, please wear headphones/earbuds. I would like to make this as safe an environment as possible to ask questions and to learn.

It is highly encouraged to keep your cameras on, as this keeps folks engaged. Please do not share class recordings with anyone else. If you share this video with folks who are not in the class, we will be having discussions about conduct and consent.

I understand that there are major equity and privilege issues in regards to remote learning, and utilizing things like Zoom and wifi are privileges of economics and ability. If there are access issues such as no camera, spotty wifi, sharing wifi in a household, etc, please let me know and we'll discuss privately. If there is an internet outage, wifi issues, etc, we will have backup plans. See calendar below for specifics.

Required Texts:

Sheperis, Henning, & Kocet. ***Ethical Decision Making for the 21st Century Counselor*** (*Counseling and Professional Identity*) 1st Edition. SAGE Publishing (2015).

Herlihy & Corey. ***ACA Ethical Standards Casebook***, Seventh Edition 7th Edition, American Counseling Association (2014).

Required Resources (FREE & online):

2014 ACA Code of Ethics ([LINK](#))

Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT): Oregon Revised Statutes (ORS) & Oregon Administrative Rules (OARs) ([LINK](#))

Oregon Health Authority: Minor's Rights ([LINK](#))

Catalog Description: 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.

Course Description and Outcomes: 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 anti-racism. 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. 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.

CPSY Departmental Attendance Policy: Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional and personal decisions. I encourage you to be involved in this course participating to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning. We will have initial and ongoing discussions around acceptable class norms, breaks, etc. I appreciate your honest input and continued engagement in this process.

Class attendance is expected and required. It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course. 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.

Student with Disabilities Policy: Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

A Word About Language: We will be discussing this more when create our class norms. Please be aware that many of your classmates come from marginalized backgrounds based on a variety of identities; they are not enrolled in this class to experience this further. If a person requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this. This is a skill that will also serve you well as you proceed through your career.

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.

Assignments

ASSIGNMENT	POINTS
Reading Highlights (5 points per chapter; 14 chapters in Sheperis textbook)	70
Article Review	25
Personal EDMM Creation	50
Final Exam	25
Attendance & Participation (10 points per day)	100
TOTAL	270

Grading Scale (Total possible: 100%):

93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 60s range = D; 59 & below = F

Grading of Assignments: These assignments will be graded on your ability to:

- Accurately synthesize and represent learned content
- Deeply articulate learned content
- Demonstrate excellence in representing chosen assignments / materials / techniques

Late work will be accepted, with the reduction of point value per day the late assignment is turned in. **I would prefer you ask for an extension, rather than turn in late without discussion.**

Absences: Per Lewis & Clark Graduate School Policy: Missing more than 10% of class time, may result in **failure of this class** and can have financial consequences. We understand that emergencies happen, but **if you are sick, being in a remote class makes it easy to just listen in.** If you do miss class for an emergency, we will discuss makeup work.

Assignment Descriptions:

1. Reading Highlights

For **each chapter of the Sheperis textbook** (sometimes multiple chapters per week), identify **two (2)** intriguing ideas, compelling concepts, or points of confusion. Again, PER chapter. For the assignment, we will be **utilizing the Moodle Discussion feature and not an assignment dropbox.**

Please write the section and page # for each idea/concept, then write a **short reflection** for each idea/concept. We will **also** utilize these concepts in small group discussions during class for that chapter/section.

2. Article Review

Utilizing the Lewis & Clark Watzek Library online or Google Scholar, find **one (1) peer-reviewed research article** that discusses ethical dilemmas in counseling or therapy.

Then write a **2-3 page paper (with cover page, references page, & the three following section headers)** identifying **1)** the ethical concerns in the article, **2)** your rationale for why it is an ethical dilemma of concern, and **3)** a proposal of possible resolutions that might be applied to remedy the ethical dilemmas.

It is **encouraged** that you find an article about a topic that is not usually (and unfortunately not) covered in an ethics textbook (i.e. race, ethnicity, gender, age, culture, religion, beliefs, stigmatized topics, etc.)

3. Personalized Ethical Decision-Making Model (EDMM)

Choose one (1) of the Ethical Decision Making Models (EDMM) that we have covered in class or in readings, and design a **creative visual representation** to remember your chosen EDMM process. This can be a board game, or something inspired by your favorite show/movie/book. You can be as creative or non creative as you would like.

The goal of this assignment is to have you remember an EDMM for when you come across ethical dilemmas in your real life in this career field. This assignment is

intentionally left open to your creativity because this is different for everyone, and it will strengthen your ability to think for yourself. Again, it's not about how "pretty" the assignment is, it's about how you'll be able to remember this EDMM in times of need.

NOTE: The instructor will show an example on the first day of class.

Additionally, when you turn in your creative EDMM, you **must also include** the article or link to your chosen EDMM that you modeled this off of.

Whether your chosen EDMM integrates worldview elements, cultural competency, or social justice, you **MUST include** these things (so if it's not included in your chosen EDMM, you must add it yourself).

You will **present** these creations during the last week (Week 10) of class on Zoom.

FYI: For turning in the creative part to Moodle, please upload high quality JPEGs (pictures) or PDFs of your creations.

FYI: Options of models can be found in a PDF on Moodle (or in your ACA Casebook). There are more models than this, and you can do more extensive research on each model on the Watzek Library site.

4. Final Exam

The Final Exam includes 25 questions in multiple choice, true/false, & short answer formats. **You must complete this exam on Moodle. (See calendar below for details)**

This exam is open book as ethical decision making in your career will be "open book" and open to consultation with others. You will have **one (1) week to complete it** (open March 10th after class until March 17th start of class), and there is no time limit. However, on Moodle, once you open the exam, you **must finish it** in that same (one) attempt.

5. Attendance & Participation

Participation is important, so this includes speaking up about your ideas or questions in class, completing class discussion forums, and watching all class videos/podcasts. Learning remotely is very different, but please do not have other windows open or become distracted by technology or people around you while in online class; please contribute to the learning process and environment by actively participating in class discussions. Your participation grade will be determined by engagement in both class

and smaller breakout groups, demonstrating having read the materials, and ethical and professional behavior with the professor and your peers/colleagues. Please come prepared with a readiness to participate in discussions and class activities. The content of this course will often be taught in an experiential manner. Therefore, class attendance and active participation is critical to the mastering of course material.

In cases of emergency or illness, it is the student's responsibility to contact the professor prior the beginning of the missed class. It is the also responsibility of the student to obtain any missed material, class notes, handouts, etc. Points for participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student. (See above for L&C Absence Policy)

Spring 2021 Course Schedule (*subject to change)

NOTE: We will be utilizing the case studies from the ACA Casebook (Part III, pages 139-288)

Week & Date	Class Content	Reading Due	Assignment or Moodle Discussion Due (Due @ start of class Wed 1:00 pm, unless stated otherwise)
Week 1: Jan 13	Introductions & Syllabus Counselor Self Care Basics: Morals vs. Ethics vs. Laws; Navigating <u>Code of Ethics</u> & <u>OBLPCT</u> ORS & OARs Utilizing your Resources	_____	_____
Week 2: Jan 20	Ethical Decision Making Models (EDMM)	Sheperis (textbook) Ch. 1 & 2 ACA Casebook Part 1 (pages 1-31)	Sheperis Reading Highlights due before class starts @ Moodle!

Week 3: Jan 27	Cultural Humility Advocacy	Sheperis Ch. 3 & 14 ACA Casebook: Read page 289-290) Browse COPACT help & COPACT jargon WS (on Moodle)	Sheperis Reading Highlights due before class starts @ Moodle!
Week 4: Feb 3	ACA Code of Ethics Section A & C The Counseling Relationship & Boundaries	Sheperis Ch. 4 & 8 Skim ACA Casebook: Section A (page 37) & Section C (page 66)	Sheperis Reading Highlights due before class starts @ Moodle!
Week 5: Feb 10	ACA Code of Ethics Section A Informed Consent Speed Dating Activity	Sheperis Ch. 5 & 6	Sheperis Reading Highlights due before class starts @ Moodle!
Week 6: Feb 17	ACA Code of Ethics Section B Practical Paperwork	Sheperis Ch. 7 Skim ACA Casebook: Section B (page 55)	Sheperis Reading Highlights due before class starts @ Moodle! Article Review DUE @ 11:59 pm @ Moodle
Week 7: Feb 24	ACA Code of Ethics Section B Minors & Families	Sheperis Ch. 9 & 10 Browse: Oregon Health Authority PDF	Sheperis Reading Highlights due before class starts @ Moodle!
Week 8: March 3	ACA Code of Ethics Section D, E, F, G Diagnoses & Treatment Planning	Sheperis Ch. 11 Skim ACA Casebook: Section D-G (pages 78-123)	Sheperis Reading Highlights due before class starts @ Moodle!
Week 9: March 10	ACA Code of Ethics Section H & I Telehealth Ethics Final Exam opens after class today!	Sheperis Ch. 12 & 13 Skim ACA Casebook: Section H (page 125) & Section I (page 133) Browse Person Centered Tech Articles (free)	Sheperis Reading Highlights due before class starts @ Moodle! Personal EDMM Creation DUE @ 11:59 pm @ Moodle

Week 10: March 17	Presentations: Student EDMM creations		Final Exam due @ 1:00 pm @ Moodle (before class starts)!
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For Reference:

ACA Section & Title	Sheperis Textbook Chapter & Title
Section A - The Counseling Relationship	Ch. 5: Ethics & the Counseling Relationship; Ch. 6: Informed Consent; Ch. 8: Ethical Decision Making & Managing Professional Boundaries
Section B - Confidentiality & Privacy	Ch. 7: Confidentiality & Record Keeping; Ch. 9: Minors; Ch. 10: Ethics in Family & Group Counseling
Section C - Professional Responsibility	—— (in Ch. 5)
Section D - Relationships with Other Professionals	——
Section E - Evaluation, Assessment, & Interpretation	—— (in Ch. 6)
Section F - Supervision, Training, & Teaching	Ch. 11: Counselor Education & Supervision
Section G - Research & Publication	—— (in Ch. 7)
Section H - Distance Counseling, Technology, & Social Media	Ch. 12: Challenges to Ethical Practice in the 21st Century
Section I - Resolving Ethical Issues	Ch. 13: Resolving Ethical Issues
No section - Ethical Decision Making Models/ EDMM	Ch. 1: Intro to Ethical Decision Making & Ethical Practice; Ch. 2: Ethical Decision Making Models
No section - Cultural Humility & Advocacy	Ch. 3: Cultural Competency & Ethical Decision Making; Ch. 4: Relational Ethical Decision Making; Ch. 14: Social Justice & Advocacy (COPACT)