

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Ethical and Legal Issues for School Psychology Practicum
Course Number	CPSY 581
Term	Spring 2009
Department	Counseling Psychology
Faculty Name	James Gurule

Catalogue Description: Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards

<i>Learning and Living Environments</i> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<i>Disciplinary Knowledge</i> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<i>Professional Practice</i> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<i>Connection to Community</i> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<i>Professional and Technological Resources</i> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<i>Assessment</i> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<i>Research and Reflection</i> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<i>Leadership and Collaboration</i> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<i>Professional Life</i> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Ethical and Legal Issues in Professional Counseling

CPSY 580

Spring Semester, 2009

Instructor:

James Gurule, MA, LPC
(503) 645-3581, ex. 2310 (office)
james@silentdragon.com (home)

We meet:

Mondays, 5:30 to 9:00 pm

Catalogue Description:

“Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assignments, and treatment plans.”

Course credit:

2 semester hours

Textbook required:

The Ethical and Professional Practice of Counseling and Psychotherapy,
Len Sperry
(2007)

Overview:

This course is designed to develop a wide knowledge base, critical thinking and ethical decision-making skills for your professional counseling practice. In our class, you will learn about specific ethical and legal issues, and ways to increase your professional development. You will be challenged to increase your awareness, sensitivity, and understanding of the ethical principles of counseling, and to developing skills in ethical decision-making. This class is designed to instill both a desire and diligence on your part as professional counselors and to develop a high degree of personal and professional ethics to enhance your clinical work in the coming years.

Readings:

Our class discussions and assignments will be drawn from readings in your textbook. Your text offers a wide scope and broad understanding of ethical thinking as illustrated in the assigned chapters. As soon-to-be professionals entering a complex, highly ambiguous arena, understanding and recognizing the ethical dimensions of your work is critically important to

provide competent counseling services. This class will help develop your professional ethics and thereby enhance your competency and the safety of your future clients. Of course, you are expected to keep up with the assigned readings in order to actively contribute to our class discussions.

Class assignments:

Question / Discussion Cards: Each week, you will write two (2) discussion questions. These questions, written on 3 X 5 inch index cards (provided by your instructor), are due at the beginning of each class period, and will come from your assigned chapters. Your discussion questions **and their answers** will be evaluated on their accuracy, insight, thoughtfulness and creativity. These cards will be the foundation of our class discussions and the Final exam. You may (or may not) receive credit for **late** cards at the discretion of this instructor. These two cards will be worth up to 2 points each (maximum of 4 points per class), with a total of **16** cards for up to **32 points** during the semester.

Informed Consent Forms: You will create your own Informed Consent forms. The expectations for these documents will be discussed in detail before your assignment. You will be evaluated on their completeness, readability, and informative content. They are expected to be **original** creations, not a copy of an existing form, and be developed as if you were going to present them to your counseling clients. These forms are due two weeks from assignment and will be eligible for a maximum of **25 points**.

Participation in class discussions: In this class, learning Ethics is participatory in nature. It is my expectation that **every** student will discuss a question or idea in **each** class session. Since there are only **9** class meetings, every class counts! This will be for a maximum of 2 points per class and a semester total of **18 points**.

Chapter discussions: Each student will be part of a small team and will be responsible for their section of a team presentation, leading the discussion of ethical issues illustrated in that assigned chapter. The teams are responsible to lead discussions, educate the class, and illuminate relevant points. Each student will earn up to **10 points** for their teamwork, participation and the leading of these class presentations.

Final examination: The Final examination for this class will be composed of selected questions from students from throughout the semester. The Final will be worth **15 points**.

Grading: These assignments will offer you the chance for a possible total of **100 points** toward your final grade. Class grading will proceed as follows:

A = 100 to 93 points A - = 92 to 90 points
B + = 89 to 87 points B = 86 to 83 points B - = 82 to 80 points
C + = 79 to 77 points C = 76 to 73 points C - = 72 to 70 points
A grade of C minus (69 points or below) is considered failure for this class.

Attendance and courtesy: Class attendance is expected and required. If you are going to miss a class, you will be given a make-up assignment at the discretion of this instructor. Please inform me as soon as possible if you anticipate missing any classes. **More than one missed class** (3.5 hours) will be considered by the Counseling Psychology Department as a **failure to complete our class**.

Of course, as a courtesy to your classmates and instructor, all computers, cell phones, or other electronic communication devices are to be rendered non-disruptive. The only exceptions will be that if you've informed me of a pending critical incoming communication, or if you require an educational accommodation based on ADA standards and you provide evidence of written approval by the Counseling Psychology Department.

Ethical and Legal Issues in Professional Counseling

CPSY 580

Spring Semester, 2009

Date	Topic	Readings	Pages	Assignments Points (up to #)
February 23, 2009	Class Introductions	As announced		Attendance
March 2, 2009	Ethical Thinking Overview	Chapters 1, 2 and 3	pages 1 to 52	Discussion cards (4)
March 9, 2009	Confidentiality	Chapter 6	pages 91 to 108	Discussion cards (4)
March 16, 2009	Informed Consent	Chapter 7	pages 109 to 125	Informed consent forms <u>assigned</u> Discussion cards (4)
March 30, 2009	Boundary Issues and Multiple relationships	Chapter 8	pages 126 to 144	Discussion cards (4) Informed consent forms <u>due</u> (25)
April 6, 2009	Competency, Professional Responsibility and Malpractice	Chapter 9	pages 145 to 165	Discussion cards (4)
April 13, 2009	Mental Health Counseling	Chapter 11	pages 230 to 284	Discussion cards (4) Presentations for group one (10)
April 20, 2009	Couples and Family Counseling and Therapy	Chapter 12	pages 285 to 351	Discussion cards (4) Presentations for group two (10)
April 27, 2009	Ethical and Legal Issues in Supervision	Chapter 14	Pages 403 to 454	Discussion cards (4) Final Exam (15) Presentations for group three (10)

Textbook: The Ethical and Professional Practice of counseling and psychotherapy
Len Sperry (2007)

Note: No class on March 23, 2009, Spring Break