

DOANE



COLLEGE

COUNSELING 618
Mental Health Ethics, Law and Professional Practice

Spring Term, 2012
3 Credits

COURSE SYLLABUS

TIME/LOCATION: TUESDAY EVENING, 6:00 pm to 10:30 pm

Instructor: *Gianene Prentice, MA, LIMHP*

Office phone: (402) 617-3066 If I am not available, please leave a message with your number and a good time to return your call. I check my voice mail regularly throughout the day.

e-mail: gianene@gmail.com

Office hours: I can generally be reached Monday through Friday at the above number between the hours of 9 a.m. and 5 p.m. Meetings can be scheduled by appointment.

REQUIRED TEXTS:

Issues and Ethics in the Helping Professions, 8th Edition
Gerald Corey, Marianne Schneider Corey, Patrick Callanan
ISBN-10: 0495812412 ISBN-13: 9780495812418
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Research reviews as assigned

Other recommended study materials:

The Counselor and the Law, 4th ed.;
ISBN: 1556200765; 1-55620-076-5

The following required statutory/regulatory materials are available on the internet:

Regulations Governing the Licensure of Mental Health Practitioners and the Certification of Marriage and Family Therapists, Professional Counselors, and Social Workers - 172 NAC 94
(http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-94.pdf)

Statutes Relating to the Uniform Licensing Law
<http://www.hhs.state.ne.us/crl/statutes/ull.pdf>
Statutes Relating to Mental Health Practice

<http://www.hhs.state.ne.us/crl/statutes/mentalstat.pdf>

[Statutes Related to Medical Records](http://www.hhs.state.ne.us/crl/statutes/medrestat.pdf)

<http://www.hhs.state.ne.us/crl/statutes/medrestat.pdf>

[Regulations Relating to Mandatory Reporting](http://www.hhs.state.ne.us/crl/reportregs.pdf)

<http://www.hhs.state.ne.us/crl/reportregs.pdf>

COURSE DESCRIPTION

This course examines the mission, goals and objectives of professional practice. Students will learn and apply codes of ethics, laws, and regulations applicable to counseling, and professional standards of performance; client welfare; professional competence, professional development, personal wellness, and establishing limits and boundaries with clients and colleagues. Ensuring client confidentiality, responding to subpoenas, ensuring cultural sensitivity and credentialing, using model agreements that can be adapted to practice in a variety of service settings, and establishing professional relationships will be explored.

Course Objectives:

- Heighten self-awareness by giving attention to personal assumptions, values, biases, strengths and limitations.
- Examine the pervasive nature of ethical issues in therapeutic relationships.
- Explore ethical decision models that lead to professional practice.
- Examine the ACA ethical standards and five moral principles as applied to selected case studies.
- Explore legal point of view and history of selected legal concepts from therapeutic practice.
- Apply laws, regulations, ACA ethical code, moral principles, and client rights to a professional standard of care. (*"Do no harm to the client"*).
- Discuss the difference between mandatory ethics and aspirational ethics.
- Learn to make applications regarding confidentiality and privilege.
- Develop a personal model of ethical behavior including personal values, choices, assumptions, and moral conviction.
- Explore personal theoretical orientation and how it relates to ethics

Methods of Instruction

This will be an interactive course which includes **an elevated level of classroom participation** utilizing lecture and instruction, videos, quizzes, case studies, student presentations and article reviews. Students will be required to integrate content, knowledge, and application in practice. **Active participation is essential to your learning. Due to the emphasis on experiential learning, lateness and absences cannot be made up. Written assignments are due on the date indicated in the course schedule. Students will lose 1 point for every day over the due date.**

Basis for Student Evaluation

This is a graduate level course that uses collaborative activities as one of its learning methods. Anything other than your best effort will negatively impact not only you, but your classmates as well. Since this is a graduate level course you will be required to read all of the assigned material and know it well enough to apply it to situations that you can be sure will arise in your professional life. To aid students in becoming familiar with such application, the following will be required for a final grade in this course:

1. Each student will attend all classes and participate in all discussions. The success of this course for each student depends on appropriate engagement with the materials presented either by the **instructor or other students**. After each class session the instructor will award up to 4 points for that particular session. An absence, no matter what the reason, will result in no points awarded for that session. **Total possible points to be awarded in this area: 36.**
2. Students will work in partnership with others to develop a power point presentation for the class on a relevant topic. It is expected that the presentation include a learning activity for the class that

focuses on an ethical dilemma. Possible topics for these presentations are: *The suicidal client; Managed care and confidentiality in counseling; Sexual feelings in the counseling relationship; The aftermath of the Tarasoff case; Feminist perspectives of ethical decision making in therapy; HIV/AIDS -- Confidentiality vs. public right to know; Dual relationships; Multicultural counseling and ethical issues; Special laws/problems in minor aged clients; Rural issues and ethical issues; Religion/Psychology of religion and counseling; Issues in assisted suicide; Marriage & family counseling; Counseling adolescent clients; Counseling with undocumented citizens; Internet and phone counseling; Counseling with elderly clients; and other ideas generated by the course participants.* This presentation should be roughly between 30 and 40 minutes in duration. Each student and/or team will be assigned a date to present the assigned topic and should have examples, handouts, and other materials that could be used as reference materials. **Students should provide paper copies for the instructor and classmates with an electronic copy being provided to the instructor. Each team member will share equally in points awarded by the instructor. Total possible points to be awarded in this area: 54.**

3. There will be weekly quizzes during the term, each of which will focus on a finite set of readings from the required texts above. Quizzes will be multiple choice, true/false and/or short answer which will be worth 10 points each. Each student will be allowed to take scores from the top 4 quizzes. **Total possible points to be awarded in this area: 40.**
4. Each student will produce the following documents that can be included in their portfolio:
 - 1) a *Mission Statement*
 - 2) an *Informed Consent Form*
 - 3) a written plan detailing an ethical dilemma problem solving process

These documents will then be presented to the class. The idea here is to create your own *Mission Statement* as if you were setting up a private practice as Licensed Mental Health Practitioner. Refer to the *ACA Code of Ethics* for help with this assignment. If you have previously created a personal philosophy of counseling statement, integrate this with your *Mission Statement*. For our purposes, a *Mission Statement* is no longer than two sentences and is a succinct embodiment of your beliefs and assumptions about what you will do as a practitioner. In creating an *Informed Consent* document you will use with clients, refer to *The Counselor and the Law*, pp. 147 -149. It is my hope that the development of these documents will serve you in the future as a significant step toward thinking ethically about the application of yourself to what you “do” and how you behave in professional contexts. Developing a well-thought out ethical dilemma problem solving process will establish valuable groundwork to assist you in working in the mental health field. **Total possible points to be awarded in this area: 30.**

5. Each student will produce a review on a 3 research articles. The articles should be related in some way to ethics, morality, and ethical decision-making and can come from any of a number of sources, including journals, books, or appropriate internet sites. If you are not sure if an article you are interested in is suitable, ask the instructor. The review you write should be from 3 to 5 pages in length, and will include a comprehensive statement of the rationale used by the author(s), your analysis of the content of the articles, and a summary of its impact on your thinking about ethics and ethical decision-making. **Total possible points to be awarded in this area: 40.**

Total points to be awarded = 200

- A. Professional Development: Students will be required to complete a self-assessment upon completion of the course. The outline for this will be provided and the assessment will be due with the final exam. The final will be considered incomplete without the self-assessment and subject to loss of point for lateness.

There are a total of 200 points possible in this course. The following table represents the points required for grading assignment:

200 Points earned	Percentage of total
98-100%	A+
91-97 %	A
90%	A-
88-89%	B+
81-87%	B
80%	B-
78-79%	C+
71-77%	C
76-70%	C-

Course Outline

Classroom Hours

Session #1 Overview of course Orientation activities Introduction to Professional Ethics & The Counselor as a Person and as a Professional	4.25
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Chapter 1--Learning Objectives

Identify common themes and limitations of ethics codes
Understand the difference between law and ethics
Learn about professional monitoring of practices
Differentiate between aspirational ethics, mandatory ethics, principle ethics, and virtue ethics
Learn about the role of ethics codes in making ethical decisions
Understand how the six moral principles can be applied to ethical dilemmas
Learn about the steps to take in working through an ethical dilemma
Appreciate involving the client in the ethical decision making process

Chapter 2--Learning Objectives

Appreciate the role of counselor self-awareness in ethical practice
Provide a rationale for the importance of personal therapy for counselors
Clarify how countertransference can be an ethical concern
Explore client dependence as a potential ethical problem
Examine how stress can lead to therapist impairment
Develop a personal strategy for maintaining vitality your vitality?

Session #2 Values and the Helping Relationship & Multicultural Perspectives and Diversity Issues	4.25
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Chapter 3--Learning Objectives

Explore the ethical issues involved in imposition of therapist values
Differentiate between exposing and imposing of therapist values
Critically examine a variety of case examples on value situations
Explore the role of spiritual/religious values in counseling

Examine end-of-life decisions from an ethical perspective
 Learn how to effectively address value conflicts in therapy

Chapter 4--Learning Objectives

Learn essential terminology related to multiculturalism and diversity
 Identify how cultural encapsulation is an ethical issue
 Examine ethics codes from a diversity perspective
 Examine cultural values and assumption in therapy
 Clarify when matching of client and counselor is important
 Explore ethical issues pertaining to sexual orientation
 Critically examine what is involved in developing multicultural competence

Session #3	Client Rights and Counselor Responsibilities & Confidentiality: Ethical and Legal Issues	4.25
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Chapter 5--Learning Objectives

Learn what is involved in informed consent
 Develop an informed consent document
 Examine a counselor's responsibility in record keeping
 Explore ethical issues related to online counseling
 Become familiar with ethical issues in working with minors
 Learn about involuntary commitment and human rights
 Examine the basis for malpractice liability in therapy profession
 Learn practical strategies for risk management

Chapter 6--Learning Objectives

Differentiate between confidentiality, privacy, and privileged communication
 Understand the purpose and limitations of confidentiality
 Identify privacy issues with telecommunications devices
 Understand the implications of HIPAA for mental health providers
 Differentiate between duty to warn and duty to protect
 Become familiar with landmark court cases and implications for practice
 Evaluate ethical and legal duties pertaining to suicide
 Become aware of one's duty to protect children, dependent adults, and the elderly from harm
 Identify confidentiality issues in area of HIV/AIDS counseling

Session # 4	Managing Boundaries and Multiple Relationships & Professional Competence and Training Issues	4.25
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Chapter 7--Learning Objectives

Examine various perspectives on multiple relationships
 Formulate ways to minimize risk and promote client welfare
 Differentiate between boundary crossings and boundary violations
 Explore the pros and cons of bartering and receiving gifts
 Identify what ethics codes say about specific dual relationships
 Examine legal and ethical aspects in managing boundaries

Chapter 8--Learning Objectives

Clarify how therapist competence is an ethical issue
 Look at when and how to make referrals
 Examine ethical issues in training therapists
 Understand the basis of screening candidates in training programs
 Learn about the purpose of licensing and credentialing
 Discuss ways that continuing education is a way to maintain competence

Session #5 Issues in Supervision and Consultation 4.25

Chapter 9--Learning Objectives

Identify ethical and legal issues in clinical supervision
 Become aware of roles and responsibilities of supervisors
 Examine ethical and effective practices in supervision
 Identify the role of informed consent in supervisory relationships
 Examine multicultural issues in supervision/Clarify appropriate boundaries in the supervisory process
 Examine ethical issues pertaining to consultation

Session # 6 Issues in Theory and Practice 4.25

Chapter 10--Learning Objectives

Identify how one's theory pertains to ethical practice
 Learn about ethical issues involved in using techniques
 Understand ethical, clinical, and cultural issues in assessment and diagnosis
 Clarify arguments for and against diagnosis
 Learn about the use of tests in counseling
 Explore ethical issues involved in managed care
 Become familiar with evidenced-based therapy practice

Session #7 Ethical Issues in Couples and Family Therapy & Ethical Issues in Group Work 4.25

Chapter 11—Learning Objectives

Learn about key ethical issues in working with couples and families
 Clarify how therapist values can be an ethical issue in couples/family work
 Explore role of confidentiality and informed consent in family therapy
 Identify responsibilities of couples and family therapists
 Appreciate the role of gender issues in working with couples and families
 Understand training and education requirements for family therapist

Chapter 12—Learning Objectives

Explore the topic of training and supervision of group leaders
 Clarify special ethical issues in working with groups
 Identify important considerations in using the Co-leadership Model
 Identify ethical issues in screening, selection, and orientation of members
 Understand the role and limitations of confidentiality in groups
 Understand how values affect the group process
 Learn about the ethical use of techniques in group work
 Examine diversity issues in group work

Session #8 Ethical Issues in Community Work 4.25

Chapter 13--Learning Objectives

Become familiar with the community mental health orientation
 Understand the main responsibilities of helping professionals in a community setting
 Understand the goals of the social justice perspective and become familiar with the advocacy competencies
 Learn about alternative roles in a community perspective
 Identify ways to involve oneself in the community and promote change
 Look at ways of working within a system
 Critically evaluate case examples from a community perspective

Session #9 Portfolio Documents & Journal Reviews Presentations

4.25

Expectations of Students

In addition to 38 hours of classroom time, student should expect to spend a minimum of 70 hours outside of the classroom reading, reviewing research, and preparing for in class group work. It is suggested that:

- 1) Students read course assignments and research articles assigned prior to the class session and are expected to apply the concepts during discussions and the experiential portion of the class.
- 2) Students are expected to be integrative learners, that is they are expected to present questions and interests related to the class readings, etc. Not all readings will be discussed in detail, which requires students to use the readings as a guide for learning, and be prepared to interact with the readings as a background for their interaction.
- 3) Students are expected to be active learners. This means that students should arrive on time, have cell phones and computers off during class, and remain in class throughout the duration of the session.
- 4) Students are expected to experience some discomfort as they work to gain skills.
- 5) Students are expected to be respectful, open to feedback and willing to provide feedback, willing to role play clients or assume leadership roles, and be open to both personal and professional change.
- 6) Students will be expected to abide by all ethical standards governing confidentiality and professionalism.
- 7) Students will be expected to use resources in addition to the text to enhance learning and complete academic tasks.

Reading Assignments & Class Schedule—may be adjusted

Week	Issues and Ethics in the Helping Professions, 8th Edition	Quizzes	Ethical Dilemma Power Point Presentations
1	Chapter 1, 2 Sign up for power point presentations	Quizzes are over prior week's readings	2 to 3 students per team
2	Chapter 3, 4	1	
3	Chapter 5, 6	2	Team 1
4	Chapter 7, 8	3	Team 2
5	Chapter 9	4	Team 3
6	Chapter 10	5	Team 4
7	Chapter 11, 12	6	Team 5
8	Chapter 13	7	Team 6
9	Portfolio presentations	8	Teams 7 & 8

	Journal review presentations		
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