

Adler Graduate School
1550 East 78th Street
Richfield, MN 55423

Course Syllabus

AGS Course 521
Values, Ethics & Legalities

1. Course Designation

- 1.1 Adler Graduate School (AGS) – Master of Arts
- 1.2 Course # 521
- 1.3 Values, Ethics and Legalities
- 1.4 Three (3) credits
- 1.5 Prerequisites: None

2. Course Description

This course provides an overview of the laws, ethics, and related issues affecting professional practice in Marriage & Family Therapy, Professional Counseling, School Counseling, and Art Therapy.

Students will be provided with opportunities to examine issues and apply ethical principles through lecture, discussion, audio-visual cases, and written assignments. This integrative approach suggests that effective clinical and counseling behavior depends as much on practice in managing professional standards as on practice with various intervention strategies and techniques. Because much ethical decision-making occurs in the “grey area” of practice this course also offers an opportunity to develop complementary aspirational ethics and a systematic strategy for making complicated ethical decisions.

Professional maturation based on an understanding of both legalistic and aspirational ethics, combined with an awareness of one’s own personal values and personhood can result in an increasingly stable and consolidated professional identity that will be unique – but consistent in its ethical application. Without a doubt, it is incumbent upon each of us to engage in this integrative growth process if we are to responsibly accept the clinical challenges presented to us as licensed mental health professionals.

NOTE TO SCHOOL COUNSELORS: This course will combine all students for the first 6 units. After unit 6, school counselors will meet separately for units 7, 8, and 9 with a school counseling instructor.

3. Texts, Materials and Resources

3.1 Required texts for all students:

Corey, G., Corey, M., & Callanan, Patrick. (2011). *Issues and Ethics in the Helping Professions* (8th edition). Pacific Grove, CA: Wadsworth Group.

Paul, R. & Elder, L. (2003). *The Miniature Guide to Understanding the Foundations of Ethical Reasoning*. Dillon Beach, CA: The Foundation for Critical Thinking.

King, C. (1996). *The Words of Martin Luther King, Jr.* New York, NY: Newmarket Press.

Required text for Licensed Marriage and Family Therapist Students Only:

Woody, R. H., & Woody, J. D. (2001). *Ethics in Marriage and Family Therapy*. Washington, DC: The American Association for Marriage and Family Therapy.

Required for Licensed Professional Counseling Students Only:

Herlihy, B., & Corey, G. (2006). *ACA Ethical Standards Casebook (6th Edition)*. Alexandria, VA: American Counseling Association.

Required for Licensed School Counseling Students Only:

Remley, T. P., Jr., Hermann, M. A., & Huey, W. C. (Eds.). (2003). *Ethical and Legal Issues in School Counseling (2nd Edition)*. Alexandria, VA: American School Counselor Association.

Required for Certified Art Therapy Students Only: Moon, Bruce L. (2006). *Ethical Issues in Art Therapy (2nd Edition)*. C.C. Thomas publishers.

(Students on dual-licensure tracks will read both required texts above for each chosen license)

4. Learning Outcomes:

- 4.1 Understand and distinguish legalistic and aspirational ethical standards; 1a
- 4.2 Understand and apply a model for ethical decision-making; 2f, 5b
- 4.3 Understand a broad continuum of professional ethical issues and obligations; 1g, 2d, 5h
- 4.4 Understand the application of ethical standards in the context of ambiguous situations; 5b, 9d
- 4.5 Understand legal and aspirational ethics related to licensure standards; 1b, 1c, 1d, 1g, 9d
- 4.6 Understand multicultural and diversity themes associated with the application of ethical standards; 2b, 2d, 5a
- 4.7 Understand legal and ethical standards concerning counseling and consultation utilizing online and other technological media; 5a, 5g, 9d
- 4.8 Understand legal and ethical standards as applied to counseling modalities, supervision, and consultation; 1b, 2b, 5a, 6g, 9d
- 4.9 Understand legal and ethical standards related to diagnosis, testing, assessment, and research; 1b, 3e, 7f, 7g, 7i, 8a, 9d
- 4.10 Understand the ethics of professional advocacy for the profession and social justice; 1c, 1e, 1f, 2d

5. **Course Outline and Reading Assignments:**

5.1 – Unit 1

- 1) Administration (grades, assignments, attendance, lectures, papers)
- 2) Introductions and personal goals for course
- 3) Foundations of ethical reasoning
- 4) Seven Moral Principles of ethical decision-making
- 5) Overview of ethics: legal and aspirational
- 6) Decision-making models and styles
- 7) Hippocratic Oath and Oath of Affirmation
- 8) Overview of professional codes of ethics

Reading Assignments: Corey, Corey & Callanan-Chapter 1; Paul & Elder- whole book.

5.2 – Unit 2

- 1) Ethics and the counselor as a tool of counseling
- 2) Self-awareness (motives, values, temperament, attachment style)
- 3) Transference and Counter-transference
- 4) Personal counseling and counselor impairment
- 5) Counselor neutrality
- 6) Values imposition
- 7) Spirituality
- 8) End-of-Life decisions

Reading Assignment: Corey, Corey & Callanan- Chapters 2, 3

Website: (Optional) www.advisorteam.com (complete the Kiersey Temperament Sorter II)

Website: <http://www.web-research-design.net/cgi-bin/crq/crq.pl> (complete Attachment Style)

5.3 – Unit 3

- 1) Malpractice-legal and ethical dimensions
- 2) Informed Consent-legal and ethical dimensions
- 3) Records, Documentation, information management-legal and ethical dimensions
- 4) Online counseling, telehealth, and technology-ethical and legal concerns
- 5) Regulation of practice and licensing-state laws/professional associations
- 6) Professional competence and scope of practice-LMFT, LPCC, LSC, ATR

Reading Assignment: Corey, Corey & Callanan: Chapters 5, 8

Locate and review your legal website: (LMFT) www.bmft.state.mn.us ; (LPCC) www.bbht.state.mn.us; (LSC) <http://education.state.mn.us>; (ATR) www.atcb.org

5.4 – Unit 4

- 1) Confidentiality and Privileged Communication
- 2) Counseling, technology and HIPPA
- 3) Ethical issues in professional writing and publishing
- 4) Tarasoff Decision, Duty to Warn, Duty to Protect & Dangerousness
- 5) Ethics, Objectivity and Managed Care
- 6) Ethics in diagnosis, testing, assessment, and research
- 7) Reporting an impaired colleague or other professional
- 8) Suicidal Clients
- 9) AIDS related issues

Reading Assignment: Corey, Corey & Callanan. Chapters 6, 10
 APA Publication Manual (6th Edition), pps. 11-20 & 71-76

5.5 – Unit 5

- 1) Ethics in multiculturalism and cross-cultural counseling
- 2) Cultural empathy, encapsulation, counter-transference
- 3) Ethics of Social Interest, multiculturalism, and Dr. Martin Luther King, Jr.
- 4) Types of diversity and ethical practice
- 5) Cultural influences, assumptions, and biases of counselors
- 6) Self disclosure and cultural norms

Reading Assignments: Corey, Corey & Callanan: Chapter 4
 Martin Luther King Jr.: Entire book

5.6 – Unit 6 (Last unit for school counselors who transition to school counseling instructor)

- 1) Ethical and legal issues in clinical supervision.
- 2) Ethical and legal issues in consultation
- 3) Collaborating with other professionals
- 4) Community counseling and multicultural settings
- 5) Counselors as change agents and community advocates
- 6) Case management
- 7) In-class practice exam

Reading Assignments: Corey, Corey & Callanan. Chapter 9, 13

5.7 – Unit 7

- 1) Dual and multiple relationships in counseling
- 2) Multiple relationships in small communities
- 3) Sexual attraction and boundary issues in counseling
- 4) Bartering and gifts
- 5) Couples and family counseling: confidentiality and informed consent
- 6) Coordinating care and referrals with other professionals
- 7) AAMFT and professional participation

Reading Assignments: Corey, Corey & Callanan. Chapters 7, 11

5.8 – Unit 8

- 1) Ethics in the training and competence of group workers
- 2) Screening clients for group work
- 3) Distinguishing types of groups and matching clients
- 4) Confidentiality in group counseling
- 5) Use and abuse of group counseling techniques
- 6) Issues in termination of group counseling
- 7) ACA for specialists in group work

Reading Assignments: Corey, Corey & Callanan. Chapter 12

Prepare a 5-minute presentation on your selected SPT project paper for next class.

Prepare to share in class 2 ethical strength areas and 2 ethical growth areas, and your plan for ongoing ethical maturation and competence.

5.9 – Unit 9

- 1) Final Exam
- 2) SPT Project topic presentations
- 3) Ethical strengths and growth areas with plan for ongoing development
- 4) Course evaluations by students

6. Special Project Time

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format.

All written assignments in courses at the Alder Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. (ISBN 1-55798-791-2).

- 1) All papers must be written according to the APA Style Manual.
- 2) Papers may be written in the first person (using "I") due to personal nature of assignment.
- 3) **Do not submit papers by email.**
- 4) Staple papers and clearly label which paper it is (personal code of ethics or SPT).
- 5) No binders, folders, clips, or covers.
- 6) Pencil student number on the lower right corner of cover page, plus your course section.
- 7) The cover page and references page count toward your total number of pages.
- 8) Mail papers to my home address with a stamped, self-addressed return envelope, or indicate that you want the papers placed in your file in the library cabinet.

8. Assessment/Evaluation Procedures:

- 6.1 Lectures
- 6.2 Reading response groups
- 6.3 Audio-Visual resources
- 6.5 Papers
- 6.6 Final Exam

1) FINAL EXAM (25% of final grade)

The final exam will be administered in the first hour of unit 9. The exam is a multiple choice format focused on the Corey text and class lectures. **Arrangements will be made to accommodate school counseling students for the exam.**

2) PERSONAL CODE OF ETHICS PAPER (25% of final grade)

Read the code of ethics pertaining to your future professional discipline and prepare a 6- page personal ethical code with reference to at least five topics listed below. Review what the ethical code for your profession requires, any related state law, and then write about what it means to you, and how you will carry it out in practice.

Multiculturalism
 Responsibility
 Competence
 Self-awareness
 Public statements
 Confidentiality
 Welfare of clients

Professional relationships
 Assessment techniques
 Research with human participants
 Duty to Warn
 Multiple and Dual Relationships
 Boundary issues with clients
 Informed Consent

3) SPECIAL PROJECT TIME PAPER (50% of final grade)

(NOTE: THE SCHOOL COUNSELING SPECIAL PROJECT TIME PAPER WILL BE GRADED BY YOUR SCHOOL COUNSELING ETHICS INSTRUCTOR WHO WILL ALSO SIGN YOUR LOG.)

All students will devote 30 hours to their SPT component (10-15 pages including title page and references). Keep a log of your hours indicating the time spent and on what activity related to your special project. Submit the original log with your finished project to me or you school counseling instructor (**first make and keep a photocopy**). Your time log will be signed and returned to you with your final project. You will want to keep the time log and this syllabus for future reference should you be asked to account for this out-of-classroom time by a licensing board, employer, or doctoral program. Use the time-log format handed out in class only.

Core Text Books for Special Project Time:

Licensed Marriage and Family Therapist students use: *Ethics in Marriage and Family Therapy*. Woody & Woody.

Licensed Professional Counseling students use: *ACA Ethical Standards Casebook 6th Edition*. Herlihy and Corey.

Licensed School Counselor Students use: *Ethical and Legal Issues in School Counseling*. Remley, Herman & Huey.

Certified Art Therapy Students use: *Ethical Issues in Art Therapy*. Moon, Bruce, L.

Special Project Time Example Topics for Non-school counseling students:

1. What professional discipline(s) do you intend to identify with and how will you stay current and competent with the changing ethical codes, legal rules, and licensure requirements of your selected discipline? Include both legalistic and aspirational ethical concerns.
2. An extended case study illustrating how state rules, legalistic and aspirational ethics, and personal values pertain to the case and your ethical decision-making. Utilize the decision-making model you plan on using in your practice. Choose the case from the textbook or your work or internship setting.
3. Identify areas of ethical practice that you know right now are growing edges for you and describe why these areas are difficult and what your plan is to monitor your reasoning in

these areas. Include your plan to learn and grow in these areas.

4. Using the seven moral principles as a foundation, address how you will promote each one in your practice based on your professional code of ethics. Include how you plan to address situations in which two or more principles conflict or compete.
5. Topic of your choice (consult with instructor before beginning).

Special Project Time (SPT) for school counseling students:

In the Special Project Time, you have the opportunity to explore an ethical topic of interest to you. Choose an approved topic regarding a professional/ethical issue in counseling and guidance. The topic may be any topic that is a current important issue, such as requests for confidential information, dual relationships, consultation with teachers, duty to warn, testing, etc. Prepare a 10-15 pages report on the issue.

The paper should be structured in the following way: (1) an introduction that summarizes the focus for the paper and highlights its importance and relevance; (2) a section of the paper that elaborates the various arguments and ethical issues associated with the topic area you have chosen; (3) a narrative that presents where you stand with respect to a particular issue, drawing on material presented in section 2 and your own considered judgment/experience; and (4) a conclusion that outlines a number of practical implications/recommendations that follows from your discussion in sections 1-3.

Address your own thoughts on the subject as well as facts as presented in professional publications. Support your opinion with properly cited references, including peer reviewed journal articles or other writings on the subject (minimum of three professional references other than the textbook). Cite at least one Internet reference. Interviews with local professionals should also be used as supportive documentation. Cite all references used.

The paper should be at least ten pages in length (APA style) including references and any supporting materials. It will be evaluated based on, (1) the depth of research you have undertaken, (2) the organization (e.g. logic and consistency) of the arguments you present in the paper, (3) the clarity of the writing, and (4) the strength of your implications/recommendations (e.g. feasibility of implementation).

Suggested Research Paper Topics

- Dual Relationships in Therapy
- Special Ethical and Legal Concerns in Therapy with Minors
- Ethical Issues in Documentation and Counseling Records
- Ethical and Legal Problems Regarding Confidentiality Issues
- Therapists and Sexual Boundaries
- Ethical Issues Regarding Informed Consent in Counseling
- Ethical Problems In “Duty to Warn”
- Ethical Issues in Multicultural Counseling
- Aids and the Duty to Warn
- Preventing Malpractice Suits

- Ethical Issues in Imposing Values on Clients
- Ethical Issues in Supervision

Grades

- 1) This is a competency-based course.
- 2) Grades are calculated as: A= 90-100 points; B= 80-89 points; C=70-79 points.
- 3) Final grades are based on: Final Exam=25%; Personal Code Paper=25%; SPT Paper=50%
- 4) Grades are available 3 weeks after the last assignment is due.
- 5) Assignments are **due three weeks** after the last class session.
- 6) Grades will be available no later than four weeks after the due date for course assignments.
- 7) If there is any delay in the assignment of grades students will be informed of the new date.
- 8) Contact instructor if an extension past three weeks after last class meeting is needed. Grades during extensions will be “I” up to the 45-day limit after which “R” is given unless extreme circumstances can be substantiated. Ask for extensions before they are needed.

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class notify the course instructor in advance using either e-mail or phone. A student can miss two class units without explanation (i.e., two weeknights or one Saturday). If a student misses more than two out of the nine course units, he or she should meet with the course instructor. Retaking the class is a possibility.

10. Participation Disclaimer

Active participation in class discussions is encouraged. As with other AGS courses, in this course individual students must determine for themselves their level of disclosure in class.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating- Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication- Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Facilitating academic dishonesty- Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism – The deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components of Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as a welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that might be potentially offensive and seen as disrespectful in any way.

Faculty members monitor discussion and intervene when requested or as deemed necessary.

On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during the on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information:**

Richard E. Close, DMin, LICSW, LMFT
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For school counseling students after Unit 6 contact:

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