This course focuses on the legal, ethical and professional issues that influence the research and professional practice of counseling psychologists and clinical mental health counselors. The primary goal is to provide students with a thorough knowledge of the ethical and legal issues related to the counseling profession so that they can make sound ethical decisions. Current professional issues, ethical codes for the American Psychological Association, the American Counseling Association, and American Mental Health Counselor’s Association, and relevant legal issues will be discussed in detail.

This course is a seminar; therefore, students are to be actively involved in discussions of relevant topics in an informed, prepared manner. While lecture material will be presented, the major emphasis will be on class discussion. Over the course of the semester, students will be responsible for conducting presentations on a current professional issue, specifically addressing relevant ethical and legal issues. In addition to fostering knowledge of ethical guidelines and ethical decision-making, this course will help students to understand:

1. The historical and philosophical foundations and current trends of the counseling profession, specifically counseling psychology and clinical mental health counseling.
2. The roles, functions, and relationships among counseling psychologists/clinical mental health counselors, how these relate to other human service providers, and strategies for interagency communication and collaboration.
3. The professional organizations relevant to counseling (APA, ACA, NBCC, CACREP, AMHCA), what it means to have professional identity as a counseling psychologist or a clinical mental health counselor, and current issues in the counseling profession.
4. Ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in counseling psychology and clinical mental health counseling.
5. Professional and legal credentialing—certification, licensure, and accreditation practices and standards, and how public policy affects these.
6. Our role as advocates for clients and how policy addresses institutional and social barriers can impede access, equity, and success for clients.
7. The role and process of advocating on behalf of the counseling profession.
8. The counseling psychologists/clinical mental health counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, emergency, or disaster.
10. The legal and ethical issues involved in counseling a diversity of clients.
11. Burnout, vicarious trauma, and emotional health of counselors—strategies for self-care
12. Ethical, legal, and cultural issues related to assessment/testing and research and evaluation
13. Ethical, legal, and cultural issues related to practice issue in counseling.
14. Working with managed care and issues related provider status, practice privileges, and ethical concerns.

This course is offered by the School of Letters and Sciences. For more information about the school, visit our website: [https://sls.asu.edu/](https://sls.asu.edu/). If you have questions or concerns, please send your inquiry to sls@asu.edu.

**Required Textbook**

**Required Readings (Blackboard)**
Grading Procedures

Grades will be based on the following the total points you earn across your written assignments and the exams. Grades are based on a percentage of the possible points offered for the class requirements with 90% or better in the 'A' range (A-, A, A+), 80-89% in the 'B' range (B-, B, B+), 70-79% in the 'C' range (C-, C, C+). Each exam will be worth approximately 100 points, depending on the material covered in class. *No incompletes will be given. Quizzes cannot be made up. Late papers will receive a grade deduction for each work day late.

Requirements:

1. Readings and involvement in class discussion. Students are expected to prepare for each class.

2. Exams. Three exams include short answer, true/false, essay questions, and case analyses. Exams cover readings, lectures, handouts, and any other class material. The objective portion of each exam will be graded for accuracy. The essays and case analyses will be graded against established criteria for content. Points earned across the
objective and essays will be totaled and the points you earn will be entered into the grade.

3. Client and Professional Advocacy Activity. Each student will choose one client’s right issue and one political issue influencing the profession. This advocacy involves writing or emailing someone in a decision-making position. You are to research the history of each of these issues and advocate for your position on each issue. In each brief report on your advocacy activity, you need to: 1) briefly describe the issues you addressed in two or three sentences, and 2) indicate the specific individual to whom you wrote. (3 point/advocacy = 6 points).

4. Professional association websites. The 3-4 page report should describe and critique the ACA or APA website. Papers will be graded for the accuracy and thoroughness of your description of the information on the website and critical evaluation of the usefulness of the site for potential counselors and clients. (20 points)

5. Licensing Board Actions. Research the website for the Psychologist Board or Board of Behavioral Health Examiners and summarize the adverse actions taken in 2011, 2012, or 2013. Select just one year (10 points)

6. CITI certification—will accept certificates completed within the last two years.

7. Professional issue. During the initial class sessions we will discuss the current professional issues that are of importance to the field and will develop a list of topics for class presentations and papers. Students will select a topic and develop an informative and creative presentation and a scholarly paper covering the ethical, legal, and professional issues that bear on the topic. This is an objective examination of the topic and any legal and ethical issues related to the topic. APA style must be followed.

The presentation, class handout (I will upload these on Blackboard), and paper will be evaluated on:

a) Presentation (30 points):
   Accuracy and depth of issue coverage (20 points for comprehensive and objective coverage, 16 mostly accurate, 12 mostly inaccurate)
   Quality and interest-value of the presentation (5 points innovative and interesting presentation, 4 somewhat interesting, 3 dry and read paper)
   Professionalism of class presentation—5 points (professional appearance and behaviors)

b) Class Handout and Annotations. (10 points) Quality of the handout (can be powerpoint slides) as a future reference for classmates and quality of the annotated bibliography--10 points for detailed overview and thoroughly annotated references, 9 detailed overview and poorly annotated references, 8 weak overview and adequate annotations, 7 weak overview and poorly annotated references)

c) Paper. (40 points). Scholarly paper on selected professional issue, 13-15 pages not including References. References must be cited in text of paper. Paper must follow APA style, single sided with 1” margins, only left justified, 12 point New Times Roman font, and double spaced.

Acceptable presentations and scholarly papers are thoroughly researched and presented in an objective, logical, informed, comprehensive, and interesting fashion and cover multiple perspectives on the issue as well as implications for mental health counselors and counseling psychologists. **Ethical standards are cited.** Points will automatically be deducted for papers that do not cite specific ethical standards.

On the day prior to their presentation, students should prepare and submit electronically to the instructor the powerpoint with their presentation with the last slides being their 3-4 annotated references. An annotated bibliography is a brief summary of the major points made in a reference. The powerpoint will be loaded unto the blackboard as a reference for the rest of the class and for use doing the class presentation. When students present their papers in class, they need to bring a hard copy of their handout and annotated references to the instructor.
**Required topics for class presentations:** Computers in counseling, Managed Care, Diversity Issues, Group Counseling, Family counseling, Minors.

**Topics for Professional Issues**

- Alternative Approaches to therapy
- Women's Issues in Counseling
- Men's Issues in Counseling
- Health Counseling
- *People with Disabled
- Older Adults
- Art Therapy
- *Minors
- Commitment and Insanity
- *Gay/Lesbian/Bisexual clients
- Psychopharmacology
- Hypnosis
- *Suicide
- Drug and Alcohol Users
- Abortion
- Euthanasia
- *Emergency/disaster counseling
- *Religion/Spirituality

*Required Topics*

- AIDS/HIV+
- Sport Psychology
- Abuse Victims
- Military Psychology
- Dual Diagnosis
- *Family Therapy
- *Group Counseling
- *Counseling Ethnic Minorities
- African Americans
- American Indians
- Asian Americans
- Latinos
- Arab Americans
- Sexual/Physical Abusers/Offenders
- *Technology in counseling
- *Managed care
- Consultation
- Trauma counseling
1/13/15  The Profession: Professional Identity; History and philosophy; Advocacy; Ethics (ACA, APA);
Read: Chapter 1 (On Being Ethical), Ch. 2 (Making Ethical Decisions and Taking Action), and Ch. 3
(Enforcement of Ethical Conduct);

Complete CITI Certification for Group 2: Social and Behavioral Investigators and Key Personnel (Basic
Course) ([http://researchintegrity.asu.edu/training/humans](http://researchintegrity.asu.edu/training/humans)), click on CITIC Training Course, create your
own Username and Password to register; complete and print completion report (CITI certificate must be
submitted by March 24, 2015)

1/20/15  Professional and legal certification/licensure. Program accreditation; Ethical decision making
DUE: Website analysis; Professional Advocacy report;
Read Chapter 4 (Knowing Thyself: Understanding Competence and Credentials), Ch. 5
(Psychotherapy Part I: Ethical Obligations and Psychotherapists, pp.101-113; 117-123),

1/27/15  Values and the counselor; Competence Issues--*Religion/Spirituality; *Abortion; *LGBTQI
Due: Licensing board actions; Client Advocacy report;
Read: Chapter 8 (Privacy, Confidentiality, and Record Keeping); Lawrence & Robinson Kurpius (2005),
Legal and Ethical Issues Involved When Counseling Minors in Non-school Settings; Fisher (2008)
Protecting Confidentiality Rights; APA (2007) Record Keeping

2/3/15  Exam 1

2/10/15  Confidentiality, Informed Consent, Duty to Warn/Protect, Record Keeping;--*Suicide; *Minors;
Read Chapter 10 (Multiple-Role Relationships I), Ch. 11 (Multiple Relationships II), Ch.12 (Multiple
Relationships III)

2/17/15  Dual Relationships; *Child Abuse; *Family; *Group

2/24/15  Exam 2
Read Chapter 13 (Relationships with Colleagues, Students, Supervisees, and Employees); Ch. 16 (Ethical
Dilemmas in Academic Settings)

3/3/15 Clinical Supervision; Ethics in the Academic Setting--*Trauma; *Health; *Emergency/Disaster
Read Chapter 9 (Psychological Assessment), Ch. 19 (Scholarship Publications and the Responsible
Conduct of Research); Ch 7 (The Mental Health Business: Money and MC)

3/10/15  Spring Break

3/17/15 Ethics in Assessment and Research; *Managed Care; *other selected topics;
Due: CITI certification

3/24/15  Exam 3

3/31/15  Class Presentations – Papers due

4/7/15  Class Presentations

CACREP STANDARDS
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications,

d. self-care strategies appropriate to the counselor role

f. professional organizations, including membership benefits, activities, services to members and current issues,

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues,

h. the role and process of the professional counselor advocating on behalf of the profession,

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, and

j. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

ASSESSMENT

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

RESEARCH AND PROGRAM EVALUATION

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

The content for the above standards is covered by reading of the textbook and assigned articles as well as in class lectures. This material is assessed through the midterm and final exams and through written projects. Students need to demonstrate recall of knowledge, the ability to integrate knowledge of ethics, law, and professional issues into their exam answers as well as final papers, and the ability to apply knowledge to case analyses. Students will also complete two advocacy assignments demonstrating their understanding of professional issues and public policy. Exams are both objective and essay, requiring demonstration of knowledge integration and application.
Students preparing to work as clinical mental health counselors will demonstrate the professional knowledge and skills/practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy and trends in clinical mental health counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

3. Understands the roles, functions and settings of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals in these settings, including interdisciplinary treatment teams.

4. Knows professional organizations, preparation standards and credentials that are relevant to the practice of clinical mental health counseling.

This content is covered through reading of the textbook and lectures. Knowledge is assessed through midterm and final exams that document both recall and an ability to apply this knowledge to case analyses.

COUNSELING PREVENTION AND INTERVENTION

C. Knowledge

10. Understands professional issues relevant to the practice of clinical mental health counseling.

This knowledge is assessed through the midterm and final exams as well as through the major papers focusing on the leading professional issues in counseling. These papers are written at the end of the semester and are presented in class.

DIVERSITY AND ADVOCACY

F. Skills/Practice

2. Advocates for policies, programs and services that are equitable and responsive to unique needs of clients. Ability to do this is demonstrated through completion of two advocacy projects that demonstrate an understanding of the issue and actively doing advocacy and then reporting on these activities.