

1-1-2005

## CO 610 Ethical and Legal Issues In Counseling

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### Recommended Citation

Ross, George R., "CO 610 Ethical and Legal Issues In Counseling" (2005). *Syllabi*. Book 1355.  
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Document

CO610XLSP05

Name:CO610XLSP05

Subject: Ross

Category:

Abstract:

Keywords:

**ASBURY THEOLOGICAL SEMINARY  
ETHICAL AND LEGAL ISSUES IN COUNSELING  
(ExL-CO-610)  
COURSE SYLLABUS SPRING TERM 2005**

**Instructor:**

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**Welcome:**

It is indeed a privilege to welcome you to **ETHICAL AND LEGAL ISSUES IN COUNSELING**. During the next several weeks we will be examining how counseling ethics and federal and state laws impact your conduct as a counselor. While you interact with the course material, other students enrolled, and with me, your professor, I encourage you to keep in mind four questions:

----- Why do I need to complete a course that focuses on the ethical and legal issues in counseling?

----- In order to become a competent counselor, what specifics do I need to know about ethical and legal issues in counseling?

----- What does it mean to think ethically about the counseling process?

----- What outcomes can I expect from completing this course on ethical and legal issues in counseling?

Completing this **two (2) credit hour** course will help you to **identify** and **examine** ethical and legal issues encountered in the counseling process and to explore ways to effectively deal with them. You will develop a sensitivity to the ethical and legal aspects of counseling process, better appreciate the ethical constraints under which a counselor works, and develop skills to critically examine how counselors should conduct themselves.

Specifically, you will be able to: **(1) list** the elements of a professional code of counseling ethics, **(2) explain** a sound rationale for conceptualizing the problem of ethics in counseling, **(3) depict** a framework for addressing ethical and legal issues in counseling, **(4) define** ethics from a variety of philosophical viewpoints, **(5) identify** pertinent federal and state laws that apply to the practice of counseling, and **(6) apply** various ethical and legal standards to the counseling process.

I look forward to interacting with each of you over the semester and stand ready to challenge you to become a more competent counselor.

### **Office Hours:**

To be announced

## **ExL Contact Information:**

For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale:

[ExL\\_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu)

Phone: (859) 858-2393

For **technical support, library research support, library loans**, and **ExL media** contact Information Commons:

[Info\\_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu)

Phone: (859) 858-2233

Toll-free: (866) 454-2733

## **Accessing Information Commons Materials:**

### **1. General Questions:**

- The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here:

<http://www.asburyseminary.edu/icommons/hours.shtml>.

### **2. Materials Requests:**

- To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/icommons/index.shtml>

- ExL Students may request books, photocopies or emailed attachments of journal articles/reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

- ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

### **3. Research Questions:**

- ExL students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

### **4. Online Databases:**

- To access the online library resources including the library catalog and full-text journal databases, go to

<http://www.asburyseminary.edu/icommons/index.shtml> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) if the materials are not available in electronic format; however, shipping via media rate is free. (Media rate normally takes 5 business days for shipping, but it can take two weeks to addresses in the West). Express mail services (prices vary according to weight) and scanning (5 cents per page in pdf format) are also available. Requests generally require 1-2 business days to be processed. Plan ahead and make your requests early enough to allow for shipping and processing!

### **Windows and Icons:**

The Course Center will contain a copy of the syllabus as well as all class modules (No interaction takes place here. This is where the prof. posts course materials only).

The Discussion Center will be used for all public, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and the professor, you should post to the Discussion Center.

The (Class Number) Office is for private correspondence between you and the professor. This will contain items that you do not want to appear

publicly before all of your classmates, including assignments, papers, projects, and personal correspondence. This should not be used to ask general course-related questions.

The Archives Center will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. *Remember.* None of the conversations carried on in this location are ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer, and a Real Audio Player.

### **Course Description:**

This **two (2) credit hour** course is designed to help students in the M.A. Counseling Program and the M.Div. program to identify and examine ethical and legal issues encountered in the counseling process and to explore ways to effectively deal with them. Students completing the course will develop a sensitivity to the ethical and legal aspects of counseling process, better appreciate the ethical constraints under which a counselor works, and develop skills to critically examine how they conduct themselves as counselors.

## **Course Objectives:**

Upon completion of this course, students will be able to: **(1) list** the elements of a professional code of counseling ethics, **(2) explain** a sound rationale for conceptualizing the problem of ethics in counseling, **(3) depict** a framework for addressing ethical and legal issues in counseling, **(4) define** ethics from a variety of philosophical viewpoints, **(5) identify** pertinent federal and state laws that apply to the practice of counseling, and **(6) apply** various ethical and legal standards to the counseling process.

## **Course Requirements:**

Students registered for this course are expected to interact online with their assigned group members, other class members, and the course instructor. In addition, it is assumed that each student will complete all the required readings for the course, homework assignments, and a final examination.

## **Expectations:**

### **Student:**

This is a challenging course and we have a lot of material to cover in a short period of time. Your **active online participation** is required for you to maximally benefit from this course. Passive learning will not be acceptable in this course. Carefully composed responses to questions asked and thoughtful responses to online discussions is expected. Responses should be in a complete grammatically correct sentence format. Appropriate **online etiquette** should be maintained at all times. Finally, your **honest and timely feedback** regarding the content and presentation of this course is essential. I invite you to join me and your classmates in making this course an **enjoyable and rewarding experience**.

## **Plagiarism and Issues of Academic Integrity:**

**Plagiarism** is the act of presenting the ideas or work of another person as your own. It does not matter if you use the work of another that is printed in a journal or book, or simply resubmit the work of another student. If it is not properly referenced and displayed as a quote or idea of another, it is plagiarism. **Academic dishonesty** refers to all other questionable actions that may occur related to tests and other class activities. **Plagiarism and academic dishonesty** will not be tolerated and Seminary policies will be followed. This means course failure and the possibility of additional Seminary disciplinary action.

Asbury Theological Seminary is committed to intellectual, spiritual, and moral growth with the pursuit of truth and knowledge as an indispensable goal of the academic community. Asbury Seminary's view that knowledge leading to wisdom is a necessary means to faithful and effective mission and ministry, including the spreading of scriptural holiness, which greatly increases the importance of integrity of heart, mind and life.

Faculty and students share equally in the responsibility of maintaining the standard of academic integrity as a part of their commitment to truth. Thus, any action that does not maintain academic honesty and scholarly integrity is a violation of community trust and expectation and compromises the character needed for ministry.

In addition to maintaining integrity in their own academic pursuits, faculty have the responsibility and obligation to establish and clarify academic requirements for the work prepared by their students. Conduct that is considered dishonest includes: reusing previously and/or concurrently submitted material in another class without faculty permission, cheating by copying from another's work, allowing another to copy from one's own work, reading an

examination prior to the date it is given without the instructor's permission, and similar types of conduct. Unlawful duplication of copyrighted material such as music, library materials, computer software, as well as plagiarism, are other examples of academic dishonesty. Plagiarism is the presenting of another's ideas or writings as one's own; this would include both written and oral presentations. (Seminary guidelines related to acceptable duplication practice of copyrighted materials can be found at the library's circulation desk.)

In cases of suspected student plagiarism, the instructor should take steps necessary, including meeting with the student, to determine whether plagiarism has in fact been committed. In cases of student plagiarism, the instructor, working in conversation with the Dean of the student's School has four options, depending on his or her judgment regarding the severity and recurrence of the problem: (1) to provide an opportunity for the student to redo the same or comparable assignment, typically with the grade for that assignment penalized to account for the act of plagiarism; (2) to record a failing grade for the assignment in question; (3) to fail the student for the course; and (4) to recommend to the Dean of the student's School that the student be dismissed from the Seminary. In every case of student plagiarism, a written report of the episode and of the disciplinary action taken should be submitted to and affirmed by the Dean of the student's School. Recurrence of plagiarism by a student will lead to the dismissal of the student from the Seminary. The student may appeal the decision of the instructor or the Dean through the normal appeal process.

### **Statement on Inclusive Language:**

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. This refers to language for humans, but does not include God language.

## **Make Up Examinations**

Make-up examinations will not be offered, unless unusual or non preventable circumstances preclude a student from taking a test at the designated time (e.g. death of a parent). For assessments of student work during the course of the academic term, feedback will be given, that is their work will be marked, graded, and returned within one week of its submission.

## **Grading**

Completion of required readings	10%
Online participation	10%
Group assignments	50%
Final Examination	30%

## **Grading Scale**

95-100 = A	90-94 = A-
85-89 = B+	80- 84 = B-
75- 79 = C+	70-74 = C-
65- 69 = D+	60- 64 = D-

**A 4.00 Exceptional work - surpassing, markedly outstanding achievement of course objectives.**

A-

B+

**B 3.00 Good work -strong, significant achievement of course objectives.**

B-

C+

**C 2.00 Acceptable work – basic, essential achievement of course objectives.**

C-

D+

D 1.00 **Marginal work: inadequate, minimal achievement of course objectives.**

D-

F 0 **Unacceptable work: failure to achieve course objectives.**

### **How To Submit Work:**

The (Class Number) Office is for private correspondence between you and the professor. This will contain items that you do not want to appear publicly before all of your classmates, including assignments, papers, projects, and personal correspondence. This should not be used to ask general course-related questions.

### **Required Reading:**

Herlihy, B. & Corey, G., (1996). ACA ethical standards casebook. American Counseling Association, Alexandria, VA. **(326 pages)**

Sanders, Randolph K., (1997). Christian counseling ethics: A handbook for therapists, pastors and counselors, Intervarsity Press, Downers Grove, IL. **(404 pages)**

Moline, M.E., Williams, G.T., & Austin, K.M., (1998). Documenting psychotherapy: Essentials for mental health practitioners. Sage, London. **(189 pages)**

\_\_\_\_\_, (1998). AACC Christian counseling code of ethics. American Association of Christian Counseling, Forest, VA. **(20 pages)**

### **Recommended Reading:**

Bennett, B.E., et. al., (1990). Professional liability and risk management. American Psychological Association, Washington, D.C..

Bond, T., (1993). Standards and ethics for counseling in action. Sage, London.

Ohlschlager, G. & Mosgofian, P., (1992). Law for the Christian counselor, Word, Irving, TX.

### **Course Schedule:**

Module One: **Defining Ethics**

Module Two: **Christian Ethics**

Module Three: **Psychology, Theology, and Spirituality and the Counseling Process**

Module Four: **Models of Ethical Decision Making**

Module Five: **Confidentiality & Privileged Communication  
Documentation & Counseling Records**

Module Six: **Homosexuality and Other Tough Calls**

Module Seven: **Application of White's Model**

Module Eight: **Domestic Violence and Other Issues of Abuse  
Course Evaluation & Final Examination**

### **Specific Dates and Due Dates**

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## **About Your Instructor**

Dr. Ross has completed training in reality therapy with William Glasser, M.D., and in rational behavioral therapy with Maxie C. Maultsby, Jr., M.D.. Dr. Ross is a licensed psychologist, a certified chemical dependency counselor, and an ordained minister, receiving a masters in divinity degree from Asbury Theological Seminary. He is also author of the book, **Treating Adolescent Substance Abuse: Understanding the Fundamental Elements**, currently published by Wipf & Stock.

Dr. Ross is nationally recognized as a leader in the field of teenage substance abuse. Since 1978, he has worked with nearly one thousand chemically dependent youth and their families. He has given several workshops on this topic, appeared on a national radio program, Focus on the Family, with noted psychologist, Dr. James C. Dobson, and was an invited participant at the White house Conference For A Drug Free America.

## **Bibliography**

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\_\_\_\_\_, (1996). Reporting child abuse, neglect, and dependency. Kentucky Department for Social Services.

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Dobson, J. (1993, May). Newsletter. Colorado Springs, CO: Focus on the Family.

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McGovern, T. F. (1994). Being good and doing good: An ethical reflection around alcoholism and drug abuse counseling. *The Counselor*, 12(3), 14-18. (May-June)

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Miller, T., Anton, W. D., & Cloak, N. L. (1993). Professional progress notes--revised. Professional Manual. Odessa, FL: Psychological Assessment Resources.

Mitchell, R. W. (1991). Documentation in counseling records. The ACA legal series. Alexandria, VI: American Counseling Association.

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