CO 610 Ethical and Legal Issues in Counseling

Javier Sierra

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/2286
Area of Counseling and Pastoral Care
Javier Sierra, Psy.D.
Assistant Professor of Counseling
Phone: (407) 482-7642
E-mail: Javier_Sierra@asburyseminary.edu
Prerequisite: CO 601

Office Hours: By Appointment                      Class Time: January, 09 - 15; from 8:30 – 5:00 PM
Office: 232                     Enrollment Limit: 30

Course Description:
This course is designed to help students in the MA/MAP Counseling programs to iden-
tify and examine ethical and legal issues encountered in the counseling process and
to explore ways to effectively deal with them. As an intensive course, students are ex-
pected to read the two main texts (Sanders' and Wheeler’s) before the first day of
class, submit one assignment during the week of class and another ten days after the
last day of class.

Students completing the course will develop a sensitivity to the ethical and legal as-
psects of the counseling process, better appreciate ethical constrains under which a
counselor works, and develop skills to critically examine how they conduct themselves
as counselors.

Course Goals:
At the end of this course, students should be able to:
1. name the elements of a professional code of ethics in counseling;
2. give a sound rationale for conceptualizing the problem of ethics in counseling;
3. expound on a framework for addressing ethical and legal issues in counseling;

In addition, students will be able to define ethics from a variety of philosophical view-
points, identify federal and state laws that apply to the practice of counseling, and
apply various ethical legal standards to the counseling process.

Required Texts:
pastors and counselors, Downers Grove, IL: InterVarsity Press
This text has to be fully read by the first day of class.

CO 610 ETHICAL AND LEGAL ISSUES IN COUNSELING


This text has to be fully read by the first day of class.


Recommended Texts:


Course Policies:

Attendance is required and essential for understanding and processing the material. Because of the intensive nature of this course, no absence or missed work due will be accepted. Arriving more than one-half hour after class begins or leaving more than one-half hour before the class ends will significantly affect your final grade.

This is a challenging course with a significant amount of material to cover in a short period of time. Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assignments. Informed participation is expected and considered in your final grade.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted electronically and posted on Moodle by the due date. Although late papers will be accepted, they will not receive written comments and will receive lower grades (by 1/3 of the total grade).

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.
Regarding incomplete work, a grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Gender Inclusive Language

Gender inclusive language is required for all papers when referring to humanity (i.e, humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. **Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.**

Feedback on assignments will be timely and substantive:

**Timely:** For assessments of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

**Substantive:** For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else’s written work as one’s own as well as looking at someone else’s test answers to formulate one’s own test answer(s).

**Grading Rubrics:**

If you review the rubric carefully before you begin your assignment then you will know the standards that I am setting to evaluate your work. Rubrics will be uploaded into the Course Center.

**Course grading:**

January, 2007
I will adhere to the grading criteria on page 30 of the 2006-2008 catalog. Asbury Seminary defines grades using the following criteria:

A=Exceptional work: outstanding or surpassing achievement of course objectives
B=Good work: strong, significant achievement of course objectives
C=Acceptable work: essential achievement of course objectives
D=Marginal work: minimal or inadequate achievement of course objectives
F=Unacceptable work: failure to achieve course objectives

A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

When all is said and done and all the grades are averaged together, here is the final scale of measurement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94+</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Course Requirements:

1. Participation. [15%]

You are expected to attend all classes and actively participate in all class related activities and discussions. Discussion is the primary instructional method used for this course. If you miss 1 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade.

2. Personal Ethical Paper. [25%] Due Jan. 11

You will write a paper (to meet the Believers in Humanity – core formation) on some of the ethics and standards, (such as mandatory, aspirational, autonomy, non-malfeasance, beneficence, justice, fidelity and veracity) and how you would incorporate these in your Christian moral and/or cultural values as you act, practice and work in the secular world as a Christian counselor (6-8 pages). Do not just make general claims such as “I will do no harm.” You need to support how this claim is part of your value system and ethical standards for practice. Is this a value that is supported by Scriptures, cultural values and/or by the general ethical standards of counselors’ codes of practice? Your claims must be supported by ethical standards or codes or Scripture verses (please make sure you cite the Scripture & the code or standard). The first paper is mostly about you
and how you would work in the secular world taking into consideration, some of the ethical standards. Due on Jan 11, 2008, therefore you need to start writing this paper before the first day of class.

3. Research Paper [35%] Due Jan. 25
   Group Presentation [25%] Due Jan. 15

   You will be assigned to a topic at the beginning of the class. You and other classmates will take time to research on your topic. You will then have an opportunity in class to present your major preliminary findings to your fellow students. From your findings and additional research you will individually write a 12 - 15 page paper on the same topic. The paper opens with a vignette or a short case study on an ethical or legal issue in counseling. The main body of your paper will present findings from your research and recommendations for action to meet the needs of the initial ethical or legal counseling concern. You are required to do some internet search from credible websites on the topic chosen for research. This paper is about serving “the other” taking into account the ethical and legal ramifications involved. The research paper is due Fri, Jan 25, 2008. Your paper will be written according to the following format:

   The Opening Vignette - It should be relevant to research topic
   Presents a feasible ethical or legal problem in counseling.

   The Body of Research - Flows naturally out of the opening vignette
   Is well integrated and thoroughly addresses the issues
   Must use some Internet sources
   Makes practical use of the research in responding to the initial problem
   Is written in a well-constructed style with no errors throughout.

   The Closing - Brings closure to the paper.

   About your presentation: Please prepare with handouts/notes. You may use a power point to present to your classmates. Be prepared; don’t waste other students’ money and time by coming unprepared. You can also use video clips or any other appropriate material.

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.
CO 610 ETHICAL AND LEGAL ISSUES IN COUNSELING

Jan 9 Wed  8:30 - 11:30  Defining Ethics/ Ethical Standards What are they? ACA
               11:30 -12:30 Lunch Break
               12:30 -2:00  Values/ Ethical dilemma /Decision making
               2:00 - 2:15  Break
               2:15 - 5:00  Values/ Ethical dilemma /Decision making

Jan 10 Thur  8:30 - 11:30  Confidentiality & Privileged communication
                  11:30 -12:30 Lunch Break
                  12:30 - 5:00  Informed Consent/Client Record Management/ Documentation

Jan 11 Fri    8:30 - 9:30 (Video – Interviewing for Child Sexual Abuse)
                9:35 - 11:35  Ethical & Legal issues in working with children/older adults
                11:30 -12:30 Lunch Break
                12:30 - 5:00  Dual relationships

Jan 14 Mon    8:30 -11:30  Competence/Malpractice /law suit
               11:30 -12:30 Lunch Break
               12:30 - 5:00 Research on your presentations

Jan 15 Tues   9:00 - 10:15 Student Presentations /
               10:15 -10:30  Break
               10:30 -11:45
               11:45 -12: 45 Lunch break
               1:45 –  2:00
               2: 00 – 2:15  Break
               2:15 –  3:30
               3:30 –  3:40  Break
               3:45 –  5:00

Suggested topics for research and presentations

Ethical issues in multi-cultural counseling

Values in counseling relationships.

Pastors who counsel

Working with HIV infected clients

The relationship between law and ethics

Handling complaints of ethical violations or responding to a law suit
CO 610 ETHICAL AND LEGAL ISSUES IN COUNSELING

Ethical issues around working with abused women
Ethical issues in working with homosexual persons
Abuse of power and sexual misconduct in counseling
Professional Training and competence

Expectations for writing a Research Paper

1. The Publication Manual of the APA is the **only** criteria you should follow when writing your paper.
2. Papers should be limited to the length stated in the syllabi. Writing succinctly and clearly is one of the key characteristics of a graduate level education. The length **excludes** the cover page and reference list.
3. All papers include a cover page, the body of the paper, and a reference list. There is no need for an abstract.
4. Use 12 cpi font with 1” margins all around. Double space. **Paginate.**
5. In APA style there **must** be 100% agreement between your reference list and your use of in-body citations. In other words, there should be an in-body citation for every item in your reference list.
7. Your research should include only current literature, which is defined as that written since 1997. The paper must include a **minimum of 10** references. Magazines (Newsweek, Time, Psychology Today, Ladies Home Journal, etc.) do **not** count as scholarly journals therefore they only count as additional information. Web-based references must come from journals whose contexts have been placed on the web.
8. The **REFERENCE** list [not bibliography] at the end of your paper denotes everything that you cited in the body of your paper. In other words, all references should show up at least once in the text of your paper (and not necessarily as a direct quote!) and the bibliographic data is given at the end of the paper in the Reference list.
9. Do not make your paper a series of quotes! Use direct quotes sparingly. Instead, paraphrase important concepts and then cite the source. If you have questions about this, see the current edition of the American Psychological Association Publication Manual.
10. Do not make your paper a serial book report. An integration of sources yields a better paper. Serially summarizing authors’ work **without** critique, comparison, or evaluation yields a mediocre grade.
11. Your paper needs to start with an introduction, which states the purpose of it and describes the major movements of your presentation [Tell me what you are going to write about]. Conclude your paper with a well-written paragraph or two that restates your purpose and reviews the flow of your work [tell me what you wrote about].
12. Check and double-check your spelling and grammar. Have somebody else read your paper before you submit it.