

# TROY UNIVERSITY

## Legal, Ethical, and Professional Standards and Issues COURSE #CP 6601

Term IV, 2013

**LOCATION:** Pensacola, Florida

**CLASS DATES:** April 5-7 and April 26-28

**PROFESSOR:**

**Dr. Joyce Woodburn**

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### TROY EMAIL

All Troy students will be **required** to access and utilize their [troy.edu](mailto:troy.edu) email account for all communication with the university. All official correspondence (including bills, statements, emails from distance learning instructors through Blackboard, **assignments and grades** from distance learning instructors, etc.) will be sent **only** to the [troy.edu](mailto:troy.edu) address. Your [troy.edu](mailto:troy.edu) email address is the same as your web express user ID followed by “@[troy.edu](mailto:troy.edu)”. You can get to your email account through our web page [www.troy.edu/fwr](http://www.troy.edu/fwr) or you can go to the email link found there and learn how to add this address to your other email services that support POP accounts (i.e. Outlook, Outlook Express, Yahoo, AOL, etc.).

### CATALOG DESCRIPTION

This course is intended to assist counseling students in acquiring information and understanding necessary to effectively deal with legal, ethical, and professional standards related to the counseling profession.

### OVERALL OBJECTIVES

#### **Goals and Objectives -**

Upon successful completion of this course, the student will develop and understanding of the various ethical issues which confront mental health professional and of the laws of the State which govern the practice of mental health service delivery.

1. Demonstrate an understanding of the nature of professional ethics and the importance of ethical conduct in the delivery of mental health services. CACREP CMHC FOUNDATIONS:A.2, B.1

2. Demonstrate an understanding of the ethical standards, codes of conduct, and current laws and regulations. CACREP CMHC FOUNDATIONS: A.2, B.1
3. Demonstrate the ability to identify and resolve ethical concerns and dilemmas. CACREP CMHC FOUNDATIONS: B.1
4. Demonstrate an understanding of the current laws of the state in which the student will eventually be licensed as a counselor. CACREP CMHC FOUNDATIONS: B.1
5. Implement counseling ethics and state laws into counseling practice. CACREP CMHC FOUNDATIONS: B.1
6. Understands professional ethical issues relevant to the practice of clinical mental health counseling. CACREP CMHC CLINICAL PREVENTION, AND INTERVENTION: C.9, D.9
7. Understand ethical issues associated with dealing with a multicultural clientele. CACREP CMHC DIVERSITY AND ADVOCACY: E.1, F.3
8. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. CACREP CMHC DIVERSITY AND ADVOCACY: E.4, E.6
9. Understand how ethical issues affect assessment procedures. CACREP CMHC ASSESSMENT: G.
10. Understands ethical issues critical to research and evaluation concerning clinical mental health counseling. CACREP CMHC RESEARCH AND EVALUATION: I.
11. Understand how ethical issues affect the established diagnostic criteria for mental and emotional disorders, treatment modalities and; placement criteria within the continuum of care. CACREP CMHC DIAGNOSIS: K.

Upon successful completion of this course, the student will have developed an understanding of various ethical issues which confront mental health professionals the laws of the State of Florida which govern the practice of mental health service delivery.

## **SPECIFIC OBJECTIVES**

1. Demonstrate an understanding of the nature of professional ethics and the importance of ethical conduct in the delivery of mental health counseling services.
2. Demonstrate an understanding of the ethical standards, codes of conduct, and current laws and regulations.
3. Demonstrate the ability to identify and resolve ethical concerns and dilemmas.

## **TEXTBOOK AND OTHER MATERIALS NEEDED**

**\*\*\*Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at <http://direct.mbsbooks.com/Troy.htm>. MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.**

### **Textbook:**

Corey, G., Corey, M., & Callanan, P. (2011). *Issues and ethics in the helping professions* (8<sup>th</sup> ed). Pacific Grove, CA: Brooks/Cole.

Livertext, 2009. . *Livertext Stud. Edition Membership Code Card* (2<sup>nd</sup> Ed.). Live Text Publishing. ISBN: 978-0-9796635-4-3 **Adoption is Required, New Only.**

**Students enrolled in this course are required to purchase Livertext and must have access to a computer and internet. Students enrolled purchase Livertext the same as purchasing a text book. You need only purchase Livertext ONCE. Livertext will be good for all of the classes required for the CP degree. LIVETEXT is good for 5 years and cannot be shared. If you have purchased Livertext in Term I, 2010 you do not need to purchase it again.**

### **Readings:**

Florida Law on Counseling  
ACA Ethics

Other readings may be assigned during the course.

### **Common Assignment 1: Ethical Principles in Clinical Mental Health Counseling**

Discuss each of the following ethical principles. In your response include the implications for mental health practice and your understanding of the application of ethical standards for each principle.

- Autonomy
- Nonmaleficence
- Beneficence
- Justice
- Fidelity
- Veracity
- Aspirational ethics
- Mandatory ethics

### **Common Assignment 2: Law and rules in state licensure and/or certification field**

Discuss in detail the following:

- a. Describe the criteria and standards for becoming a licensed professional counselor in your state of proposed practice. Include educational and experiential requirements for licensure, and the scope of practice for the selected state of practice.
- b. Distinguish between licensure, certification, and accreditation
- c. Specifically describe the Ethical Code of Conduct or Professional Standards used for licensed professional counselors in your state of proposed practice.
- d. Describe the concept of core provider status and the implications of this concept to accessibility to and funding for mental health services.

### **Common Assignment 3: Ethical Decision Making Processes**

Discuss one (1) of the following ethical decision-making models:

- Forester-Miller and Davis (1996)
- Corey, Corey, & Callanan (2011)
- Kitchener, K. (1984)

Forester-Miller, H., & Davis, T. (1996). *A practitioner's guide to ethical decision making*. Alexandria, VA: American Counseling Association

Corey, G., Corey, M., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7<sup>th</sup> ed.) Pacific Grove, CA: Brooks/Cole.

Kitchener, K.S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. *The Counseling Psychologist*, 12, 43-55.

Describe the application process of one of the above decision-making models to an ethical dilemma distributed in class.

## **LiveText Rubrics for Assignments and Assessments**

### **CP6601 Legal, Ethical, and Professional Standards and Issues CACREP 2009 Standards for Clinical Mental Health Counseling – Section A,B,C,E,G,I,K**

#### **COMMON ASSIGNMENTS/ASSESSMENTS FOR CP6601 Legal, Ethical, and Professional Standards and Issues.**

List all common assignments required in course. Assignments must assess the CACREP 2009 standards in content related to the course.

**Essay #1: Ethical principles in clinical mental health counseling.**

**Essay #2: Laws and rules in state licensing and certification area.**

**Essay #3: Ethical Decision Making Processes.**

**The rating must be 1-5 with 1 being low and 5 being the highest – can change terms no understanding, below average, average, mastery, and advanced. Rating must match percentages listed in template.**

**Essay #1: Ethical principles in clinical mental health counseling.**

<b><u>Topic Standard: Assignment/Assessment</u></b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
<b>Nature of professional ethics and delivery of mental health services. CMHC:A.2 &amp; B1.</b>	Does not have understanding of Nature of professional ethics and delivery of mental health services.	Below average in knowledge of nature of professional ethics and delivery of mental health services.	Average knowledge of nature of professional ethics and delivery of mental health services.	Mastery in knowledge of the nature of professional ethics and delivery of mental health services.	Exceptional in knowledge and understanding of the nature of professional ethics and delivery of mental health services
<b>Professional ethical issues relevant to the practice of clinical mental health counseling. CMHC:C.9</b>	Does not have an understanding of professional ethical issues relevant to practice of clinical mental health counseling.	Below average in knowledge of professional ethical issues relevant to practice of clinical mental health counseling.	Average in knowledge of professional ethical issues relevant to the practice of clinical mental health counseling.	Mastery in knowledge of professional ethical issues relevant to the practice of clinical mental health counseling.	Exceptional in knowledge and understanding of professional ethical issues relevant to the practice of clinical mental health counseling.
<b>Ethical issues associated with dealing with multicultural clients. CMHC: E.1</b>	Does not have an understanding of ethical issues associated with dealing with multicultural clients.	Below average in knowledge of ethical issues associated with dealing with multicultural clients.	Average in knowledge of ethical issues associated with multicultural clients.	Mastery in knowledge of ethical issues associated with dealing with multicultural clients.	Exceptional in knowledge and understanding in ethical issues associated with dealing with multicultural clients.

**Essay #2: Laws and rules in state licensing and certification area.**

<b><u>Topic</u></b> <b><u>Standard:</u></b> <b><u>Assignment/Assessment</u></b>	<b>1</b> <b>0-59%</b> <b>No</b> <b>Understanding</b>	<b>2</b> <b>60-69%</b> <b>Below</b> <b>Average</b>	<b>3</b> <b>70-79%</b> <b>Average</b>	<b>4</b> <b>80-89%</b> <b>Mastery</b>	<b>5</b> <b>90-100%</b> <b>Exceptional</b>
<b>Ethical standards, codes of conduct, and current laws and regulations. CMHC: A.2 &amp; B.1</b>	Does not have understanding of ethical standards, code of conduct, and current laws and regulations	Below average in knowledge of ethical standards, code of conduct, and current laws and regulations.	Average in knowledge of ethical standards, codes of conduct, and current laws and regulations.	Mastery in knowledge of ethical standards, codes of conduct, and current laws and regulations	Exceptional in knowledge and understanding of ethical standards, code of conduct, and current laws and regulations.
<b>Current laws of the state in which intent to practice CMHC: B.1</b>	Does not have an understanding of current laws of state which intent to practice.	Below average in knowledge of current laws of state which intent to practice.	Average in knowledge of the current laws of state which intent to practice.	Mastery in knowledge of current laws of state which intent to practice.	Exceptional in knowledge and understanding of current laws of state which intent to practice.
<b>Implement counseling ethics and state laws into counseling practice. CMHC: B.1</b>	Does not have an understanding of how to implement counseling ethics and state laws into counseling practice.	Below average in knowledge of how to implement counseling ethics and state laws into counseling practice.	Average in knowledge of how to implement counseling ethics and state laws into counseling practice.	Mastery in knowledge of how to implement counseling ethics and state laws into counseling practice.	Exceptional in knowledge and understanding of how to implement counseling ethics and state laws into counseling practice.

**Essay #3: Ethical Decision Making Processes**

<b><u>Topic Standard: Assignment/Assessment</u></b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
Identify and resolve ethical concerns and dilemmas. <b>CMHC: B.1</b>	Does not have understanding of how to identify and resolve ethical concerns and dilemmas.	Below average in knowledge of how to identify and resolve ethical concerns and dilemmas	Average in knowledge of how to identify and resolve ethical concerns and dilemmas.	Mastery in knowledge of how to identify and resolve ethical concerns and dilemmas.	Exceptional in knowledge and understanding of how to identify and resolve ethical concerns and dilemmas.

**CP 6601 (Instructor)  
LIVETEXT INSTRUCTOR'S STANDARDS SUMMARY FORM  
CACREP 2009 Standards**

**Instructor completes form at the end of the course.** This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

<b><u>Topic Standard: Assignment/Assessment</u></b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
<b>LiveText Assignment 1 Ethical principles in clinical mental health counseling CMHC A.2, B1, C9,E1</b>	Does not have understanding of Nature of professional ethics and delivery of mental health services.	Below average in knowledge of nature of professional ethics and delivery of mental health services.	Average knowledge of nature of professional ethics and delivery of mental health services.	Mastery in knowledge of the nature of professional ethics and delivery of mental health services.	Exceptional in knowledge of the nature of professional ethics and delivery of mental health services.



<p><b>LiveText Assignment 2</b>  <b>Laws and rules in state licensure and licensing and certification area</b>  CMHC A2, B1</p>	<p>Does not have understanding of Nature of professional ethics and delivery of mental health services.</p>	<p>Below average in knowledge of nature of professional ethics and delivery of mental health services.</p>	<p>Average knowledge of nature of professional ethics and delivery of mental health services.</p>	<p>Mastery in knowledge of the nature of professional ethics and delivery of mental health services.</p>	<p>Exceptional in knowledge of the nature of professional ethics and delivery of mental health services.</p>	
<p><b>LiveText Assignment 3</b>  <b>Ethical Decision Making Processes</b>  CMHC B1</p>	<p>Does not have understanding of Nature of professional ethics and delivery of mental health services.</p>	<p>Below average in knowledge of nature of professional ethics and delivery of mental health services.</p>	<p>Average knowledge of nature of professional ethics and delivery of mental health services.</p>	<p>Mastery in knowledge of the nature of professional ethics and delivery of mental health services.</p>	<p>Exceptional in knowledge and understanding of the nature of professional ethics and delivery of mental health services</p>	

## **ASSIGNMENTS**

Common Assignment #1	(10% of final grade)
Common Assignment #2	(10% of final grade)
Common Assignment #3	(20% of final grade)
Exam I	(20% of final grade)
Exam II	(20% of final grade)
Exam III	(20% of final grade)

## **ASSIGNMENT OF GRADES**

**90-100=A; 80-89=B; 70-79=C; 60-69=D; Below 60=F**

## **METHOD OF INSTRUCTION**

Interactive lecture, group discussion, case studies, DVD's, videos, and training vignettes.

## **ATTENDANCE POLICY**

Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate Veterans Administration (VA) and military officials. Arrangements for excused absences must be made PRIOR to the absence.

## **INCOMPLETE GRADE POLICY**

An incomplete grade indicates that a student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the incomplete within the specified time will result in the assignment of a grade of "F" for the course.

## **MAKE-UP WORK POLICY**

All classes missed must be made up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

## **INTERNET**

You may be expected to use the Internet as part of your course work, as determined by your instructor.

## **AMERICAN WITH DISABILITIES ACT (ADA):**

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at [http://www.troy.edu/humanresources/ADAPolicy2003 .htm](http://www.troy.edu/humanresources/ADAPolicy2003.htm)

## **STANDARD OF CONDUCT:**

*The commission or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Region Student Handbook, and may be disciplined up to including suspension and expulsion. Plagiarism is the passing of of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.*

Question about plagiarism? Go to <http://uclibrary.troy.edu/he lp/he lps-plagiarism.htm>

## **ALLEGATIONS OF PLAGIARISM:**

**The College of Educations defines plagiarism as:**

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

**Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.**

**Consequences for plagiarism in (CP 6601) are as follows:**

***Penalty/Failure can only be applied to the assignment. Only in situations where the assignment is critical to successful completion of the course may the faculty fail the student for the course.***

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

**LIBRARY SUPPORT:**

Troy University Southeast Region offers library services through a virtual library. Two professional librarians are located in Suite 14 of the Florida Office, where they offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. During the hours that the Librarians are there, students in the local area may

also come for hands-on assistance in using the computers to access information. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>.

Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129. E-mail: [library1@troy.edu](mailto:library1@troy.edu).

### **CELL PHONES AND OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTIONAL ENVIRONMENT**

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the *Oracle*).

In order to receive emergency messages from the University or family members, the call receipt indicator of devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

### **COMMENTS & QUESTIONS:**

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.