



## **LEWIS & CLARK COLLEGE**

### **GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

#### **Department of Counseling Psychology**

#### **Professional Mental Health-Addiction Counseling**

---

### **CPSY 525 Ethical and Legal Issues in Professional Mental Health & Addiction Counseling**

Time & Day: Tuesdays, 5:30 to 8:30 PM

Class Room: TBA

Instructor: Don Wissusik

Office Hours: N/A

#### **CATALOG DESCRIPTION**

Consideration of the applicable ethical and legal issues for professional mental health and addiction counselors. Students develop skills in ethical assessment and resolution.

#### **COURSE DESCRIPTION**

Professional ethics provide critical guidance to the provision of all services as counselors. This course will offer an in depth focus on the relevant knowledge, awareness and skills necessary to practice safely and responsibly in professional mental health and addiction counseling. Students will engage in dialog throughout the course and work in peer consultation teams to identify and resolve ethical dilemmas and adopt sound ethical and professional practices. Considerations of diversity are extremely important in the context of counseling ethics. Sensitivity to cultural, ethnic, sex/gender, and people with disabilities is imperative in learning how to apply ethical standards in a positive and competent manner to all populations. Students will complete written and oral assignments designed to further awareness and mirror actual standards of the profession.

#### **COURSE PURPOSE**

Students will explore their personal values as they relate to a professional ethical code.

Students will gain knowledge and awareness of the content, application and interrelationship of the ACA Code of Ethics, standards of professional practice, and state and federal mental health statutes.

Students will develop a framework for approaching ethics in counseling from a positive and preventative perspective, striving for the highest standards of the profession.

Students will have an appreciation of cultural influences to ethical reasoning and learn to consider how ACA ethical standards are perceived and applied across different groups of people.

---

Students will learn to identify and resolve ethical dilemmas using a formal decision making model.

Students will learn sound risk management practices.

Students will learn about the role of the licensing board and other professional organizations and the steps necessary to complete licensure.

Students and the instructor will share responsibility for creating and maintaining an effective learning environment.

**ETHICAL and LEGAL GOALS and OBJECTIVES**

Knowledge of state, federal, and provincial laws and regulations that apply to the practice of professional mental health and addiction counseling

Knowledge of professional ethics and standards of practice that apply to professional mental health and addiction counseling

Knowledge of policies and procedures of the practice setting

Understanding of the process of making ethical decisions

Ability to recognize ethical dilemmas in practice settings

Ability to recognize when a legal consultation is necessary

Ability to recognize when clinical supervision or legal consultation is necessary

Ability to recognize consultation

Ability to recognize issues related to ethics, laws, regulations, and professional standards

Understand the limitations to confidentiality and parameters of mandatory reporting.

Understand the need and how to create a safety plan for clients who present with potential self-harm, suicide, abuse, or violence

Understand how to take action when ethical and legal dilemmas emerge

Know how to report information to appropriate authorities as required by law

Understand how to practice within defined scope of practice and competence and how to obtain knowledge of advances and theory regarding effective clinical practice

How to obtain license(s) and specialty credentials

---

Understand the necessity of monitoring personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct

Understand how to maintain client records with timely and accurate notes

When to (how to) consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work

The importance of pursuing professional development through self supervision, collegial consultation, professional reading, and continuing educational activities

### **CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES**

II.K.1.e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

II.K.1.f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

II.K.1.h. and ethical standards of ACA and related entities and applications of ethical and legal considerations in professional counseling

II.K.2.f. ethical and legal considerations.

II.K.3.e. and ethical and legal considerations.

II.K.5.e. a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

II.K.5.g. and ethical and legal considerations.

II.K.6.g. and ethical and legal considerations.

A3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;

A4. ethical and legal considerations specifically related to the practice of professional mental health and addiction counseling (e.g., the *ACA Code of Ethics*)

### **CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES**

AC.A.2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

---

AC.A.3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.

AC.A.4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.

AC.E.3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.

AC.E.4. Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling.

### **READINGS & ASSIGNMENTS**

Required text:

Pope, K.S., & Vasquez, M.J.T., (2011) *Ethics in Psychotherapy and Counseling, A Practical Guide* (4th edition), New York, NY, Wiley.

Ethical Guidelines:

Students will obtain and bring current copies of the *2005 ACA Ethical Guidelines* (<http://www.counseling.org/Files/FD.ashx?guid=ab7c1272-71c4-46cf-848c-f98489937dda>) and the *Ethical Standards of Alcoholism and Drug Abuse Counselors of the State of Oregon* (<http://accbo.com/ethics.php>) to class.

### **Required articles:**

The articles required are listed after the course schedule. Please note that they are brief articles and will inform each week's discussion. All readings from professional journals may be found online on the course Moodle site.

### **Assignments**

The final course grade will be based upon the following assignments:

**Attendance and participation (25%):** The objectives of this course are achieved primarily through active discussion of the concepts presented in the weekly readings; therefore it is essential that students attend all sessions and participate actively each week. Students will be graded on their contributions to classroom discussion and presentation of concepts from the readings as well as discussions via Moodle.

**Ethics Written Assignment (25%):** Students will complete a written autobiographical ethics assignment. More information regarding this assignment, including a grading criteria form, will be given out during the first week of class. **Due Week 4.**

**Exam (25%):** Students will complete a final written exam covering the assigned material and class room content. The exam will be short answer essay and multiple choice. **Administered**

**Week 6.** More information regarding this exam will be given out weeks prior to the actual exam.

**Final Ethics Exam Presentation (25%):** Peer consultation teams will receive a clinical vignette involving a complex ethical situation. Each team will be given a brief consultation time period during class and then will present the case, their decision-making process, and their action plan to the class. More information regarding this assignment, including a grading criteria form, will be provided during the semester. **Presentations will be during classes 9 & 10.**

**Grading (100 pts. Possible)**

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

**Weekly Schedule**

Week	Date	Course Content	Reading Materials
1		Introductions and Student Objectives Course Overview Professional Ethics	
3		Competence Confidentiality Informed Consent	Text: Chapter 6, 14 & 19 Required articles
4		Legal Issues Ethics Autobiography due <b>Written Ethics Assignment due</b>	Required articles
5		Multiple relationships Professional Boundaries	Text: Chapter 16 & 17 Required articles
6		Clinical Supervision <b>Written Exam</b>	Text: 21 Required articles
7		Ethical Issues in Specialty areas Practice: Ethical Decision Making	Text: Chapter 12 & 18 Required Articles
8		High Risk/Endangering Clients Special Topics Risk Management	Text: Chapter 5, 13 & 20 Required articles
9		<b>Final Ethical Dilemma Presentations</b> Ongoing Ethical Practice	Text: Chapter 7 & 10, Required articles
10		LAST CLASS: <b>Final Ethical Dilemma Presentations continued</b> Course evaluation, feedback, and closing discussion on professional issues and ethics	

---

## **NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE**

*Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.*

## **PARTICIPATION IN THE LEARNING COMMUNITY**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

## **CPSY DEPARTMENTAL ATTENDANCE POLICY**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

If you miss a class, you will be asked to make a class presentation. This involves the following:

- ❑ Complete all the required readings assigned for the class that you missed, and choose two extra readings related to the topic from peer reviewed journals.
- ❑ You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings (both the assigned and the ones you chose to read further about).
- ❑ At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection. Failure to turn in your paper the same day of your presentation will negatively affect your course grade.

---

## **SPECIAL ASSISTANCE**

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

## **Required articles:**

These should all be available on the course Moodle site.. This list of articles may change somewhat to accommodate student's special interest areas, which will be discussed in the first class period.

## **Week 2: Ethical Guidelines and Legal Statutes**

ACA Code of Ethics (2005).\*

State of Oregon summary document: Statutes Pertaining to the Practice of Psychology.

<http://www.oregon.gov/OBPE/pdfs/otherstats.pdf> or <http://www.oregon.gov/OBPE> \*  
Request from OBPE.

Barnet, J.E., Behneke, S.H., Rosenthal, S.L., Koocher, G.P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology: Research and Practice*, 38, 7-12.

\*Bring these 2 documents to class each week

## **Week 3: Competence, Confidentiality and Informed Consent**

Fisher, M.A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63, 1-13.

Fisher, M.A. (2009). Replacing "who is the client?" with a different ethical question. *Professional Psychology: Research and Practice*, 40, 1-7.

## **Week 4: Legal Mandates**

Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice*, 38, 54-59.

APA Committee on Professional Practice and Standards (2003). Legal issues in the professional practice of psychology. *Professional Psychology: Research and Practice*, 34,(6), 595-600.

## **Week 5: Multiple Relationships and Professional Boundaries**

Younggren, J., & Gottlieb, M. (2004). Managing risk when contemplating multiple relationships. *Professional Psychology: Research and Practice*, 35, 255-260.

Campbell, C. D., & Gordon, M. C. (2003). Acknowledging the inevitable: Understanding

---

multiple relationships in rural practice. *Professional Psychology: Research and Practice*, 34, 430-434.

**Week 6: Written Exam; Clinical Supervision**

Barnett, J. E., Erickson Cornish, J. A., Goodyear, R. K., & Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice*, 38, 268-275.

**Week 7: Diversity**

**Special Topics; Practice: Ethical Decision Making Presentations**

Sue, D.W., et al, (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*: 62,(4), 271-286.

**Week 8: High Risk – Life Endangering Clients**

Jobes, D.A., Rudd, M.D., Overholser, J.C., Joiner Jr., T.E. (2008). Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice. *Professional Psychology: Research and Practice*, 39, 405-413.

Borum, R., & Reddy, M. (2001). Assessing violence risk in *Tarasoff* situations: A fact-based model of inquiry. *Behavioral Sciences and the Law*, 19, 375-385.

**Week 9: Final Presentations: Ethical Decision Making Presentations**

Smith, D. (2003). Ten ways practitioners can avoid frequent ethical pitfalls. *Monitor on Psychology*, 50-54. <http://www.apa.org/monitor/jan03/10ways.html>

Smith, D. (2003). In an ethical bind? Here are things every psychologist can do. *Monitor on Psychology*, 61. (continued from previous link)