



# DOANE UNIVERSITY

## SYLLABUS

### COU 618: Mental Health Ethics, Law, and Professional Practice

#### Course Content

**Course Number:** COU 618

**Course Title:** Mental Health Ethics, Law, and Professional Practice

**Course Dates:** SPRG 22

**Credit Hours:** 3 Credits

**Instructor:** Andrea McGrath, PhD, LIMHP, LPC, LAC

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**Office Hours:** By appointment

**Classroom:** TBD

**Meeting Times:** [day of week], 6:00 pm – 10:30 pm

#### Course Description

This course examines the mission, goals, and objectives of professional practice. Students will learn and apply codes of ethics, laws, and regulations applicable to counseling, and professional standards of performance in the area of client welfare; professional competence, professional development, personal wellness, and establishing limits and boundaries with clients and colleagues. Client confidentiality, responding to subpoenas, sensitivity to diversity, ethical problem solving models, credentialing, informed consent, standards that can be adapted to practice in a variety of service settings, and establishing professional relationships will be explored. Problem solving skills using ethics codes and best practice standards will be developed.

#### Student Learning Objectives

At the conclusion of this course, students will:

1. Heighten self-awareness by giving attention to and exploring personal assumptions, values, biases, strengths, and limitations that may affect the counseling process (2.F.1.b, 5.C.2.1).
2. Examine the pervasive nature of ethical issues that arise in therapeutic relationships (2.F.1.i, 5.C.2.1).
3. Explore professional counseling organizations/memberships, their services, benefits and related issues (2.F.1.f, 2.F.1.i, 2.F.1.j, 5.C.2.k).
4. Explore ethical decision models that lead to professional practice and develop proficiency in making objective decisions based upon circumstances and the welfare of those involved (2.F.8.j, 5.C.2.1, 5.C.3.c).

5. Examine relevant ethics codes, professional literature, laws, and principles and develop proficiency in applying these to selected case studies (2.F.1.g, 2.F.1.i, 2.F.8.j, 5.C.2.k, 5.C.2.l, 5.C.3.c).
6. Explore legal point of view and history of selected legal concepts from therapeutic practice (2.F.1.j, 2.F.5.e, 5.C.2.k, 5.C.2.l, 5.C.3.c).
7. Discuss and understand the difference between mandatory ethics and aspirational ethics (2.F.1.i, 2.F.8.j, 5.C.2.k, 5.C.2.l, 5.C.3.c).
8. Develop an awareness of the issues related to confidentiality and privacy and sensitivity regarding circumstantial and cultural meanings of confidentiality and privacy (2.F.1.i, 2.F.8.j, 5.C.2.k, 5.C.2.l, 5.C.3.c).
9. Develop a personal/professional identity model that is reflective of ethical behavior including personal values, choices, assumptions, and moral conviction (2.F.1.b).
10. Explore personal and professional theoretical orientations and clearly identify how this relates to ethical practice and the delivery of competent care (2.F.1.b, 2.F.1.i).
11. Understand the components of professional competency and the steps professionals need to take to ensure that competency and professionalism are not compromised in practice (2.F.1.b, 2.F.1.g, 2.F.8.j, 5.C.2.k, 5.C.2.l, 5.C.3.c).
12. Explore and understand professional responsibilities related to relationships with supervisors, supervisees and colleagues (2.F.1.b, 2.F.1.g, 2.F.8.j, 5.C.2.k, 5.C.2.l).
13. Examine professional counseling credentialing, certification, and state licensure (2.F.1.g, 2.F.8.j, 5.C.2.k, 5.C.2.l)
14. Achieve competency in client education and the informed consent process (5.C.2.l).
15. Examine the role of managed care organizations (MCO) in the counseling process, including record keeping, reimbursement and practice management (2.F.1.b, 2.F.1.f, 5.C.2.l, 5.C.2.m).
16. Develop an understanding of the issues related to the evolving nature of the profession with regard to distance counseling, technology, and social media (2.F.1.i, 2.F.1.j, 2.F.5.e, 5.C.2.k).

#### **REQUIRED TEXTS:**

**Welfel, E.R. (2013).** *Ethics in counseling and psychotherapy: Standards, research and emerging issues*. (6th edition). Belmont, CA: Wadsworth.  
ISBN: 1305089723.

#### **Supplemental Readings**

The following **required** statutory/regulatory materials are available on the Internet.

- Regulations Governing the Licensure of Mental Health Practitioners and the Certification of Marriage and Family Therapists, Professional Counselors, and Social Workers - 172 NAC 94
- Statutes Relating to Alcohol and Drug Counseling -172 NAC 15
- Statutes Relating to the Uniform Credentialing Act (2012)
- Statutes Relating to Mental Health Practice (2013)
- Statutes Related to Medical Records (2010)

- Regulations Relating to Mandatory Reporting-172 NAC 5
- Disciplinary Process Guidelines
- HIPAA/HITECH Regulations related to confidentiality, privilege, and privacy (HHS short form)
- APA Code of Ethics
- ACA Code of Ethics
- ASGW Code of Ethics
- AAMFT code of Ethics
- NAADAC Code of Ethics
- ASCA Code of Ethics

**Key Performance Indicator (KPI)**

This course assesses the KPI for the core area of PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE.

**Identified KPI:** ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

**Assessment Method:** Case Study (see assignment details below)

CACREP Standards Addressed in this Course

SLO	2016 Standard	Topic Coverage	Methods of Instruction	Assessment
1, 9, 10 11, 12, 15	2.F.1.b	Week #8  Ethics of Supervision and Consultation/ Counselors as Teachers and Researchers  Chapters 14/15	Assigned Readings  Group Discussion  Case Studies	Weekly Quizzes  Literature Reviews  Reading Presentations  Case Study
3, 6, 9, 16	2.F.1.d	Week #9  Ethics and Advocacy  Kiselica & Robinson Myers et al Myers & Sweeney	Assigned Readings  Group Discussion  Small Group Activities	Weekly Quizzes  Literature Reviews
3, 15	2.F.1.f	Week #9  Ethics and Advocacy  Myers et al	Assigned Readings  Group Discussion  Small Group Activites	Weekly Quizzes  Literature Reviews

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		<b>Myers &amp; Sweeney</b>		
5, 11, 12, 13	2.F.1.g	Weeks #3, 5  Informed Consent/ Competence to Practice  Chapters 4, 6	Assigned Readings  Group Discussion  Case Studies	Weekly Quizzes  Literature Reviews  Reading Presentations  Case Study  Informed Consent Document
2, 3, 5, 7, 8, 10, 16	2.F.1.i	Weeks #1-9  Chapters 1-15	Assigned Readings  Group Discussion  Case Studies  Small Group Activities	Weekly Quizzes  Literature Reviews  Reading Presentations  Case Study  Ethical Decision- Making Model Paper
3, 6, 16	2.F.1.j	Weeks #7, 5  Multiple Relationships and Boundary Issues  Informed Consent  Chapters 8, 6	Assigned Readings  Group Discussion  Case Studies	Weekly Quizzes  Literature Reviews  Reading Presentations  Case Study  Informed Consent Document  Informed Consent Narrative
1, 11, 12, 13	2.F.1.m	Week #8  Ethics in Supervision and Consultation  Chapter 14	Assigned Readings  Group Discussion  Case Studies	Weekly Quizzes  Literature Reviews  Reading Presentations  Case Study
6, 16	2.F.5.e	Weeks #7, 5  Multiple Relationships and Boundary Issues	Assigned Readings  Group Discussion  Case Studies	Weekly Quizzes  Literature Reviews  Reading Presentations

		Informed Consent Chapters 8, 6		Case Study Informed Consent Document Informed Consent Narrative
4, 5, 7, 8, 11, 12, 13	2.F.8.j	Weeks #2, 3 Ethical Counseling in a Multicultural Society/ Ethics of Assessment and Diagnosis/ Counselors as Teachers and Researchers Chapters 3, 10, 15	Assigned Readings Group Discussion Case Studies	Weekly Quizzes Literature Reviews Reading Presentations Case Study
3, 5, 6, 7, 8, 11, 12, 13, 16	5.C.2.k	Weeks #3, 5 Informed Consent/ Competence to Practice Chapters 4, 6	Assigned Readings Group Discussion Case Studies	Weekly Quizzes Literature Reviews Reading Presentations Case study Informed Consent Document
1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15	5.C.2.l	Weeks #1-9 Chapters 1-15	Assigned Readings Group Discussion Case Studies Small Group Activities	Weekly Quizzes Literature Reviews Reading Presentations Case Study Ethical Decision-Making Model Paper
15	5.C.2.m	Weeks # 2, 4, 5, 6, 8 Ethical Decision-Making/Ethics in Special	Assigned Readings Group Discussion Case Studies	Weekly Quizzes Literature Reviews Reading Presentations

		Settings/Ethics in Supervision Chapters 2, 5, 6, 12, 13, 14	Small Group Activities	Case Study Ethical Decision-Making Model Paper
4, 5, 6, 7, 8, 11	5.C.3.c	Weeks #4-5 Informed Consent Confidentiality/Ethics in Special Settings Chapters 5, 6, 12	Assigned Readings Group Discussion Case Studies Small Group Activities	Weekly Quizzes Literature Reviews Reading Presentations Case Study Informed Consent Document Informed Consent Narrative Reflection

#### Suggestions for Getting the Most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading quizzes for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.

#### Course Requirements

**For each assignment, please include the following:**

**1. Class Attendance and Participation**

**Canvas | 15 Points Total |**

- Student are to **attend** all classes, come **prepared**, and **participate** in all discussions. The success of this course for each student depends on appropriate engagement with the materials presented either by the instructor or other students. Student inability to attend all course

sessions will result in a reduction in points for that course session. Students who miss two class sessions should not expect to pass the class.

- Students will have an opportunity to self-evaluate their participation at the end of the term. Points are awarded based on attendance, participation, and participation throughout the term.

## 2. Weekly Quizzes

**Canvas | 15 Points Total | Due Weeks 2-8**

- There will be six weekly quizzes during the term, each of which will focus on the reading from the required text and assigned readings for the week. Quizzes will be multiple choice, true/false, and/or short answer, consisting of 10 questions per quiz. Quizzes can be found on Canvas.
- Will be evaluated through Quiz module on Canvas. Each quiz is worth 2.5 points.

## 3. Literature Reviews

**Canvas | 18 Points Total | Due Weeks 2-8**

- Each student will produce six literature or research reviews using the format provided by the instructor. Students will select peer-reviewed journal articles related to the assigned readings and content for the week. Articles must be related to ethics and ethical decision-making. Students will utilize the template (available on Canvas) to complete the review of the journal article and be prepared to present and discuss the article in class.
- Will be evaluated using the rubric on Canvas. Each review is worth three points.

## 4. Ethical Decision-Making Model Paper

**Canvas | 5 Points Total | Due Week 5**

- Students will research and select a model of ethical decision-making that fits for the clinical work they are currently doing or plan to do in the future. Students will create a 3-5 page write-up of the decision-making model, including a description of the steps of the model, how you plan to utilize the model in practice, and why you chose this particular model. Students will need to use APA style and cite sources for the model.
- Will be evaluated using the rubric provided on Canvas

## 5. Reading Presentation

**Canvas | 10 Points Total | Due Weeks 2-8**

- Students will work individually to develop a presentation for the class related to a specific chapter and content area. Students will choose a topic from the assigned chapter and develop a 15 minute presentation providing more in-depth information on the chosen topic. Students are required to include at least three external peer-reviewed sources (books, journals) in addition to the text book.
- Will be evaluated using the rubric provided on Canvas.

## 6. Case Study Write-up and Presentation

**Canvas | 15 Points Total | Due Weeks 2-8**

- Students will be assigned a case study related to their assigned chapter (see 5. Reading Presentation above). Students will produce a 3-5 page write up on this case study. The write-

up should reflect the use of an ethical decision-making model to identify and resolve the key ethical issues present in the case study. Students will present the case study to the class on the same night as their Reading Presentation. Students will lead a 15 minute discussion about the case study, detailing their decision-making process and engaging peers in the process.

- Will be evaluated using the rubric provided on Canvas.

**7. Informed Consent Document**

**Canvas | 10 Points Total | Draft due Week 7, Final due Week 9**

- Students will create a personalized informed consent document for use with future clients. Using best practice standards, ethical codes, and recommendation from the text and other sources, students will identify critical information to share with clients through this informed consent document.
- Will be evaluated using the rubric provided on Canvas. Content in the informed consent document must be the student’s original work. Any sections or information that has been copied from another source (such as the Doane consent form or other example sources) will result in zero points for this assignment.

**8. Informed Consent Write-up**

**Canvas | 12 Points Total | Due Week 9**

- Students will produce a 4-5 page write up regarding the document and process of informed consent. The write-up should include information on the ethical and professional responsibilities of informed consent, your philosophy of informed consent, and the process of informed consent. Students should also address their status as a student related to informed consent and information on supervisors. Include information on how you chose what information to include in your informed consent document as well as how you will utilize this document with clients.
- Will be evaluated using the rubric on Canvas.

**Critical Learning Analysis (CLA)**

**Canvas | Complete/Incomplete | Due Date**

Students are required to complete and submit a CLA to Canvas. This assignment must be submitted in order to receive a final grade for the course.

<b>Evaluation Criteria</b>
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**Grading**

The final grade will be based on the following criteria:

Class attendance and participation	15 points
Weekly Quizzes	15 points
Literature Reviews	18 points
Ethical Decision-Making Model Paper	5 points
Reading Presentation	10 points
Case Study Write-up and Presentation	15 points
Informed Consent Document	12 points



Informed Consent Narrative	10 points
Critical Learning Analysis	Complete/Incomplete
<b>Total Possible Points</b>	<b>100 Points</b>

### Grading Scale

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

### Tentative Course Schedule

Week/ Date	Topic	Required Readings	Weekly Assignments
1	Intro to Ethics	Chapter 1	Review Syllabus
2	Models for Ethical Decision-Making Ethical Counseling in a Multicultural Society	Chapters 2-3	Research Article #1 Quiz #1
3	Competence to Practice Ethics of Assessment and Diagnosis	Chapters 4 & 10	Chapters 4/10 Present Research Article #2 Quiz #2
4	Confidentiality Interventions with Groups, Couples, and Families	Chapters 5 & 9	Chapters 5/9 Present Research Article #3 Quiz #3
5	Informed Consent Avoiding Conflict of Interest	Chapters 6 & 12	Chapters 6/12 Present Ethical Decision-Making Model Paper Due
6	Violations of Power and Trust Issues in School Counseling	Chapters 7 & 13	Chapters 7/13 Present Research Article #4 Quiz #5

7	Multiple Relationships and Boundary Issues  Preventing Misconduct and Minimizing Damage	Chapters 8 & 11	Chapters 8/11 Present  Research Article #4  Quiz #5  Informed Consent Draft Due
8	Ethics of Supervision and Consultation  Counselors as Teachers and Researchers	Chapters 14 & 15	Chapter 14/15 Present  Research Article #6  Quiz #6
9	Ethics and Advocacy  Course Wrap-Up	Kiselica & Robinson (2001)  Myers et al. (2002)  Myers & Sweeney (2004)	Informed Consent Final Draft  Informed Consent Narrative Reflection  CLA

### Classroom Policies & Expectations

1. **Classroom Behavior:** Students are expected to engage in respectful and professional behavior in the classroom. This includes engaging in course content and discussion, contributing to a collaborative environment, and being on time and prepared for class.
2. **Late Assignments:** Students will receive a **5% deduction per day** for all late assignments, excluding Online Weekly Quizzes. No late/partial credit will be provided for Weekly Quizzes. The instructor will not be available to help with technological issues the day of class. Any in-class assignment must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.
3. **Use of Technology:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please quietly leave the classroom.
4. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do

not cite work will, at minimum, be given a zero for that assignment and possibly reported to Academic Integrity. Unicheck is utilized to check for plagiarism on academic papers submitted to Canvas. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.

- 5. Email:** Students should expect to communicate with the instructor through the official Doane University email system.

### Course Declarations

**Canvas Usage:** Canvas will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in Canvas. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the COE Graduate Programs Division Chair regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

#### **Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

#### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

#### **Title IX Mandatory Reporting**

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at [doane.edu/cape-project](http://doane.edu/cape-project)

### **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

### **Accommodations**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

### **Military Friendliness Academic Policy**

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

### **Catalogs and Calendars**

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

### **Doane Library**

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email ([library@doane.edu](mailto:library@doane.edu)).

### **Changes in Syllabus**

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.