EDCO 232: Law and Ethics  
Wednesday 7:00 P.M. - 9:45 P.M.  
Room: Sweeney Hall 434  
Fall 2014

**College of Education Mission:** The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

**Counselor Education Program Mission:** The mission of The Counselor Education Program is to prepare guidance and counseling candidates who will enhance equity and excellence for all students.

**EDCO Professional Dispositions:**
Disposition #1: Respect for All Forms of Diversity
Disposition #2: Equity & Excellence for All Students
Disposition #3: Life-Long Learning
Disposition #4: Ethical & Professional Practice
Disposition #5: Democratic & Reflective Practice

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**Course Prerequisite:** None

**Objectives of the Course**

- To familiarize you with the Ethics and Standards of Practice of the American Counseling Association (ACA, 2010)
• To familiarize you with laws that pertain to both K-12 and higher education students
• To stimulate you to think about major legal and ethical issues
• To challenge you to formulate a position on ethical and legal issues
• To develop an ability to apply these laws and codes to a variety of problem situations using an ethical decision making process

Reading Required for EDCO 232


Schedule for Readings and Assignments for Spring 2014

August 27:  Introduction and Class Expectations
• Introduction to the course and to each other
• Self-assessment: An inventory of your attitudes and beliefs about professional and ethical issues
• Review the course syllabus
Assignment
  Read Chapter 1

September 3:  Chapter 1: Introduction to Legal and Ethical Issues
• Ethical Decision Making Process
• Informed Consent
• Basic Moral Principals
• Professional Standards for School Counseling
Assignment
  • Read Chapter 2

September 10:  Chapter 2: Professionalism
• Review and Apply an Ethical Decision Making Process to a School Site Situation
• Reframing Language and Behavior for Yourself and Clients
Assignment
  • Read Chapter 3
September 17: **Chapter 3: Family Education Rights and Privacy Act**
- Special Education
- 504 Law
- Limits to Confidentiality

**Assignment**
- Read Chapter 4

September 24: **Chapter 4: Negligence**
- Suicide Identification and Prevention

**Assignment**
- Read Chapter 5

October 1: **Chapter 5: Obligations to the Courts**
- Counseling Notes
- Ethical Counseling Constructs...“Virtues in Excess”

**Assignment**
- Read Chapter 6

October 8: **Chapter 6: Child Abuse**

**Assignment**
- Read Chapter 7

October 15: **Chapter 7: Individual and Group Counseling and Classroom Guidance**
- Cultural Diversity

**Assignment**
- Read Chapters 8 and 9

October 22: **Chapter 8: Sexually Active Students**
**Chapter 9: Sexual Harassment**

**Assignment**
- Read Chapters 10 and 11

October 29: **Chapter 10: Bullying, Violence and Criminal Activity**
Chapter 11: Gay, Lesbian, Bisexual and Transgender Issues

Assignment
- Read Chapter 12

November 5: Chapter 12: The Ethics of Advocacy
- Exam Review

November 12: Exam

November 19: Visit to Juvenile Hall

November 26: No Class/Thanksgiving

December 3: Visit to Parents Helping Parents

December 10: Semester Review/Assignments Due

Ethics and Legal Mandates

1. The student will be able to respond to ethical dilemmas through the application of an ethical decision-making process and using the Basic Moral Principles.
2. The student will have a greater understanding of and be able to communicate his or her own value system with emphasis on how these values are likely to impact counseling.
3. The student will be able to identity the major components of ethical codes for professional counselors.
4. The student will be able to apply relevant professional Ethical Codes and Standards to specific problem situations.
5. The student will be able to identify the laws that regulate special education, student records, confidentiality, child abuse reporting, school discipline, sexual harassment, 504 law, attendance law and alternative education.
6. The student will have an understanding of multicultural perspectives and diversity issues as it relates to ethical counseling.
Focus of this Ethics Course

This class will not be a lecture class. While some lectures will be given, the focus will be on discussion and interaction. There will also be experts guiding us through visits to Juvenile Hall and Parents Helping Parents.

Grading Practice and Policy

Your grade will be determined by evidence of your learning as demonstrated by your performance in the following areas:

- **30%** Visits to two programs of interest and filling out an experience sheet for each visit; An Informed Consent Form will be created.

- **50%** Law & Ethics Exam: Short answer and multiple choice questions that will be taken from our reading assignments and lectures.

- **20%** Class participation and attendance.

I do ask that you function in the class as a **professional**. Class attendance will be very important. I ask that you be on time and come prepared. **No Texting please!**

If you are enrolled in EDCO 292 or working as a school counselor, teacher or in an agency, your work experience that relates to legal and ethical issues will be important to our class discussions. As “real” material related to your work is
confidential, any class discussion or examples must not be identifiable as to school, agency or particular people involved.
a) **Academic Integrity Statement:** “Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work.” Faculty are required to report all infractions to the Office of Student Conduct & Ethical Development. The policy on academic integrity can be found on [http://www2.sjsu.edu/senate/S07-2.pdf](http://www2.sjsu.edu/senate/S07-2.pdf)

b) While statements and policies about academic integrity are important elements of any university's teaching and learning practices, for our purposes these are situated within a broader discussion about ethics. The development of one's professional practice, and the professional community more generally requires a living conversation and ongoing reflection about what constitutes good and ethical behavior and judgement. Additional resources for consideration include: APA Ethics Office: [http://www.sjsu.edu/senate/S07-2.pdf](http://www.sjsu.edu/senate/S07-2.pdf)


c) **Campus policy in compliance with the Americans with Disabilities Act:** "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability." See [http://www.sjsu.edu/senate/S97-10.pdf](http://www.sjsu.edu/senate/S97-10.pdf). It is not only my duty, but also my pleasure to assist.

d) **Changes in Content**—Students will participate in deciding course content, and the professor will make changes to support student learning and engagement, giving as much notice as possible. Guest speakers and alternative meeting locations (e.g. library, campus event) will be part of the course experience.

e) **SJSU Academic Senate Policy requires the following to be included in syllabi:** “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.