

EDCO 232 Law and Ethics  
Tuesday 4:00-6:45 P.M. Room: Sweeney Hall 434  
Spring 2008

**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.

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**Course Prerequisite:** None

## **Objectives of the Course**

- To familiarize you with laws and ethical codes as they pertain to the helping profession. In particular the **Ethics and Standards of Practice of the American Counseling Association (ACA, 2004)** but also the codes of the other major mental health professions
- 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

## **Reading Required for EDCO 232**

1. Corey, G., Corey, M. and Callanan P. (1998), **Issues and Ethics in the Helping Professions**, (7th ed.), Pacific Grove, CA: Brooks/Cole.

2. **Student CD-ROM** It is required that you complete all the **assigned** CD-ROM activities. You will be responsible for the first eight segments and the pre / post inventories.

## **Recommended Reading for EDCO 232** (may be assigned as a book report for absences or extra credit)

1. Fitch, Janet (1999), **White Oleander**, New York: Little/Brown and Company. This novel traces the odyssey of an adolescent girl through a series of foster homes-each its own universe, with its own laws, its own dangers and its own lessons to be learned.

2. Hubner, J. and Worlfson, J (1996) New York, Crown, **Somebody Else's Children**. In depth case histories of children and families moving through the juvenile justice and family and dependency systems.

## Schedule for Readings and Assignments for Spring 2008

January 29

### 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 and be ready for group discussion
- Be prepared for group discussion of **Suggested Activities** in Chapter 1

February 5

### Chapter 1: Introduction to Professional Ethics

- Review of professional codes
- Review moral principals that guide decision making

### **Assignment**

- Read Chapter 2 and take self-inventory
- Be prepared for group discussion of **Suggested Activities** in chapter 2

February 12

### Chapter 2: The Counselor as a Person and as a Professional

- Review and apply an ethical decision making process to various situations
- Group discussion of suggested activities for Chapter 2

### **Assignment**

- Read Chapter 3 and take self-inventory. Be ready for group discussion
- Take an ethical dilemma and work it through using the ethical decision making process

February 19

**Chapter 3: Values and the Helping Relationship**

- Develop an understanding of "your virtues in excess being your stumbling block"

**Assignment**

- Read Chapter 4 and continue to work on your CD-ROM assignments for final exam
- Do pre chapter self-inventory
- Be prepared for group discussion of **Suggested Activities** in Chapter 4

February 26

**Chapter 4: Multicultural Perspectives and Diversity Issues**

- Group discussion on Cultural Diversity

**Assignment**

- Read Chapter 5 and be prepared for group discussion of **Suggested Activities** in Chapter 5
- Do pre-chapter self-inventory

March 4

**Chapter 5: Clients Rights and Counselor Responsibility**

- Group discussion based upon suggested activities at the end of the chapter
- The importance of informed consent forms
- Job alike groups will create an informed consent form

**Assignment**

- Read Chapter 6 and take self-inventory
- Be prepared for group discussion of **Suggested Activities** in Chapter 6
- Give special attention to assessment of danger to self or others

March 11

**Chapter 6: Confidentiality: Ethical and Legal Issues**

- Privilege vs. confidentiality
- Legal Issues and Malpractice Concerns
- Practice assessment strategies for harm to self

**Assignment**

- Read Chapter 10 and take self inventory
- Continue to work on CD-ROM for final exam

March 18 (no class)

March 25 (no class)

April 1

**Chapter 10: Issues in Theory, Practice, and Research**

- Developing basic counseling constructs
- Counseling goals and evaluation process

**Assignment**

- Study for midterm exam on Chapters 1-6 & 10. It will consist of approximately 20 multiple choice questions from your readings and short essay questions on ethics. The midterm will take place on April 15.

April 8

**Visit to Juvenile Hall**

- Study for midterm

**Assignment**

- Study for midterm exam on Chapters 1-6 & 10. It will consist of approximately 20 multiple choice questions from your readings and short essay questions on ethics. The midterm will take place on April 15.

April 15

**Midterm/Section 504/Child Abuse/Harassment**

- Midterm Exam - Multiple choice on Chapters 1-6 & 10
- Synopsis of 504 Laws and Policies
- Child Abuse and Sexual Harassment

April 22

**Special Education Laws and Learning Disabilities**

- Visit to Parents Helping Parents

April 29

**Visit to Children's Shelter**

May 6

**Attendance Laws and Laws Dealing with Children and Youth**

- Guest Speaker
- Attendance Laws and Programs

- Synopsis of the Laws and Policies Dealing with Children and Youth
- Final exam - turn in CD-ROM assignments

## **PPS C-Standard 6 and 18 Professional 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 value system with emphasis on how these values are likely to impact counseling.
3. The student will be able to identify 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, attendance and alternative education.
6. The student will have an understanding of multicultural perspectives and diversity issues as it relates to ethical counseling.
7. The student will develop basic ethical counseling constructs.

### **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 be videos and guest speakers invited to the class to share their expertise and other experts will be guiding us through visits to Juvenile Hall, the Children's Shelter, 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:

- 10% Visits to three programs of interest and filling out an experience sheet for each visit; an informed consent form will be created; an ethical dilemma will be worked through using the ethical decision making process.
- 30% Midterm exam, multiple choice and short essay questions that will be taken from our reading assignments and lectures.
- 30% Class participation and attendance.
- 30% Final exam - The completed CD-ROM assignments handed in at the last class meeting. You will be responsible for the first eight segments and the pre/post inventories.

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. Guest speakers will be invited to share their expertise and need your attention and support.

**Make sure you have someone to pick up your handouts for you if you are absent.**

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 (from Office of Judicial Affairs):**  
"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 Judicial Affairs. The policy on academic integrity can be found on <http://www2.sjsu.edu/senate/S04-12.pdf>
- b) **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."