

EDCO 232: Law and Ethics  
Tuesday 7:00 P.M. - 9:45 P.M.  
Room: IRC 306  
Spring 2011

**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

**Steven Berta, MA, PPS, ASC, DPS, STC Instructor**

Email: [Steve.Berta@sjsu.edu](mailto:Steve.Berta@sjsu.edu)

Office Hours by Appointment

Phone #s: Home (831) 426-4203

Work (408) 924-3630

FAX (408) 924-4137

Course Prerequisite: None

**Objectives of the Course**

- To familiarize you with ethical standards as they pertain to the helping profession. In particular 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

## **Reading Required for EDCO 232**

1. **Issues and Ethics in the Helping Professions**, Corey, Corey, and Callahan (7th or 8th ed.), Pacific Grove, CA: Brooks/Cole.
2. **Issues and Ethics in the Helping Professions 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 (pages 8-61 in the written format).**

## **Schedule for Readings and Assignments for Spring 2011**

- February 1**      **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**  
Chapter 1 and Suggested Activities
- February 8**      **Chapter 1: Introduction to Professional Ethics**
- Review of Professional Codes and Suggested Activities
  - Review the Basic Moral Principles and the Ethical Decision Making Process
- Assignment**
- Read Chapter 2 and take Self-Inventory
  - Be prepared for group discussion of Suggested Activities in chapter 2
- February 15**      **Chapter 2: The Counselor as a Person and as a Professional**
- Review and apply an ethical decision making process to a school site situation
  - Group discussion of Suggested Activities for Chapter 2
- Assignment**

- Read Chapter 3 and take Self-Inventory. Be ready for group discussion

February 22

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

- Develop an understanding of "Your Virtues In Excess Are Your Stumbling Blocks"

**Assignment**

- Read Chapter 4 and continue to work on your CD-ROM assignments
- Do pre-chapter Self-Inventory
- Be prepared for group discussion of Suggested Activities in Chapter 4

March 1

**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 8

**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

**Assignment**

- Read Chapter 6 and take Self-Inventory
- Be prepared for group discussion of Suggested Activities in Chapter 6
- Give special attention to "Harm to Self or Others"
- Create an Informed Consent Form. **Due March 21.**

March 15

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

- Privilege vs. Confidentiality
- Legal Issues and Malpractice Concerns and assessment strategies for Harm to Self

**Assignment**

- Read chapter 10 and take Self Inventory

**\*Informed Consent Forms due next week\***

March 22

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

- Developing basic ethical counseling constructs

- Juvenile Law  
\*Informed Consent Forms due\*

**Assignment**

- Study for exam: Lectures and Chapters 1-6 & 10.

**March 29**      **No Class Spring Break**

**April 5**      **Visit to Juvenile Hall**

**Assignment**

- Study for exam: Lectures/Chapters 1-6 & 10.

**April 12**      **Special Education Law/504 Law**

**April 19**      **Exam**

**April 26**      **Visit to Parents Helping Parents**

**May 3**      **Visit to DeAnza College**

**May 10**      **Debrief Field Trips/Sexual Harrasement/Teen Prenancy**

**May 17**      **Child Abuse Reporting**  
**Semester Review/All 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 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 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.
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 also be experts guiding us through visits to Juvenile Hall, DeAnza College, 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:

- 20% Visits to three programs of interest and filling out an experience sheet for each visit; An Informed Consent Form will be created and handed in.
- 40% Law & Ethics Exam: Short answer and essay questions that will be taken from our reading assignments and lectures.
- 10% Class participation and attendance.
- 30% Final Project: 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 (pages 8-61 in the written format)

**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.**

**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."