PSY 6328-D10
Ethics & Law-Counseling Prof
Spring 2021

Instructor: Jarvis A. Wright, Ph.D.
Email: jwrigiht68@angelo.edu
Home Phone: (325) 653-4423
Cell Phone: (325)656-4638

Personal Zoom Meeting Room:  
https://us02web.zoom.us/j/2553026567.
Meeting ID: 255 302 6567

Office Hours: Flexible, call and I will open my Zoom Room

Course Information
This is a live online class which will meet once weekly at a convenient time for the most students. In previous semesters, 6:00 PM to 9:00 PM on Wednesdays has worked well. Please send me an email if that time does not work for you.

Course Description
This is a practice-oriented course which will expose you to variety of legal, cultural, ethical and professional issues that are essential for mental health providers.

Course Credits
Three Semester Hours

Prerequisite and Co-requisite Courses
None

Student Learning Outcomes

<table>
<thead>
<tr>
<th>By completing all course requirements, students will be able to</th>
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<tbody>
<tr>
<td>Understand the intent of ethical codes and laws well enough to practice appropriately during the ordinary course of daily professional activity.</td>
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<tr>
<td>Recognize when a professional situation presents dilemmas beyond your understanding and seek consultation from a peer or a more experienced colleague.</td>
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<tr>
<td>Understand your limitations well enough to consult with peers who encounter ethical dilemmas and to direct peers to a more experienced colleague when the situation is beyond your understanding.</td>
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</tbody>
</table>
Required Texts and Materials

*Issues and Ethics in the Helping Professions*
Gerald Corey; Marianne Schneider Corey; Cindy Corey
ISBN: 978-1-337-40629-1
Brooks/Cole
January 1, 2018

Course Delivery: Reading Assignments, Class Discussions, Bi-Weekly Quizzes, Missed Classes

I enjoy classroom teaching, but the COVID-19 pandemic makes face-to-face teaching unwise even if everyone wears a mask. Live teleconferencing represents the next best option and does not require us to wear masks. We can see each other’s smiles, puzzled expressions, frowns and sleepiness without exposing anyone to the virus.

Our textbook authors, Gerald, Marianne and Cindy Corey, divided their book into 13 chapters, which is convenient for full semester courses that meet once weekly. Each chapter contains 30 to 40 pages. We will read the chapters in order, so start reading Chapter 1, *Introduction to Professional Ethics*, when you purchase the textbook. We will discuss Chapter I during our first meeting, which will probably begin at 6:00 PM on Wednesday, January 27. Each week’s reading assignment will be the next chapter.

I consider attending class so important that I add two points to your semester grade every time you attend. Demonstrating you read the chapter by joining the class discussion, lets me know whether you are assimilating the reading assignment. I add three points to your semester grade when you participate enough to show that you read the chapter. Expressing an opinion about ways to deal with an ethical or legal dilemma presented in the chapter is priceless.

I subscribe to the Zoom teleconferencing platform and use it daily in my forensic psychology practice. I record forensic examinations locally and keep them for as long as I have disc space. I will record class meetings online and keep them until my Zoom storage allotment overflows, which is usually about three weeks. After each class I will send the group email with the URL for downloading the recordings. If hospitalization, a planned University commitment or another legitimate emergency keeps you from attending class, you can receive full credit by downloading the recording and watching all of it. Call me when you have watched it, and we will schedule a Zoom meeting to discuss the class you missed.

We will have five quizzes and a final exam. Each quiz will cover the previous two class discussions and will consist of vignettes that present ethical and legal dilemmas. Some will
require multiple choice responses. Some will require an essay response. The final exam will include vignettes derived from the final three class discussions and random vignettes from earlier discussions. I will publish the quizzes and the final in Blackboard. We will discuss each and each final exam item in class. Your comments and the opinions of your classmates can change the scoring for an item.

**Recommended Texts and Materials**

![The Portable Lawyer for Mental Health Professionals](image)

**The Portable Lawyer for Mental Health Professionals**

Thomas L. Hartsell; Barton E. Bernstein
ISBN: 978-1-118-34108-7
John Wiley & Sons, Inc.
May 13, 2013

The Portable Lawyer is a must have for mental health professionals. I do not require you to purchase or rent it for this course, but if you find a dog-eared, battered copy on sale cheap, buy it and keep it.

**Technology Requirements**

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: Internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Zoom sessions)
- Webcam, microphone and speaker

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University’s Distance Education Website](#)

**Communication**

I am an adjunct faculty member. I teach one class each semester. The rest of the time, I practice forensic psychology. I have an office in my home in San Angelo and an office on our family farm in Coleman County. I keep my cellphone (653-4423) with me. Attending to my forensic practice or operating noisy farm equipment may keep me from answering. Send a text or an email if I do not answer. Feel free to call my home phone (653-4423). Robocalls dominate my home telephone, so leave a voice message with your name and number. I will either answer
when I hear your voice or call back or when I check messages. My ASU email address is jwright68@asu.edu. I will return your calls or emails within 24 hours.

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points/ Percent of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Class Attendance and Participation in Discussion</td>
<td>70 points/43.75%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50 points/31.25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40 points/25.00%</td>
</tr>
<tr>
<td>Total</td>
<td>160 points/100%</td>
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</tbody>
</table>

**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 144 to 160 points
- B = 128.00-143 points
- C = 112-127 points
- D = 96.00-111 points
- F = 0-59.99 points (I do not round up grades)

**Teaching Strategies**

We need quality mental health professionals. Thank you for making the sacrifices necessary to become qualified mental health professionals by pursuing graduate education. A primary goal of the M.S. Counseling Psychology Program is teaching you to be an active listener. We who teach in the program assume that anyone sacrificing as much as graduate students must sacrifice will also become active learners and involve themselves in the learning process beyond the materials and lectures presented in the course. We assume you will discover, process, and apply the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

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1. Angelo State University Student Handbook
2. Angelo State University Catalog
Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures⁵ for more information.
Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

PSY 6328 Ethics and Law for the Counseling Professions
Course Schedule Spring 2021

<table>
<thead>
<tr>
<th>Week: Date</th>
<th>Planned Class Activities</th>
<th>Prior to Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: January 25 to 29</strong></td>
<td>Introducing ourselves and Identifying our goals</td>
<td>1. Review Course Syllabus and ASU Honor Code.</td>
</tr>
<tr>
<td>Discussion: Self-Assessment Inventory</td>
<td>2. Complete the 40-item Self-Assessment that begins on Page 24 of the Text. Save your responses. At the end of the semester, we will repeat the 40-item Self-Assessment and discuss changes</td>
<td></td>
</tr>
<tr>
<td>Discussion: Who is My Client?</td>
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<td></td>
</tr>
<tr>
<td>Discussion: Where do I find that law?</td>
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<td></td>
</tr>
<tr>
<td><strong>Week 2: February 1 to 5</strong></td>
<td>Discussion: Chapter 1</td>
<td>Read Chapter 1—Introduction to Professional Ethics. From the list of codes of ethics on Page 33 and 34, find one that interests you. Go to the website and read it.</td>
</tr>
<tr>
<td>Discussion: Code of Ethics that interested you</td>
<td></td>
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<tr>
<td><strong>Week 3: February 8 to 12</strong></td>
<td>Discussion: Chapter 1</td>
<td>Read Chapter 2—The Counselor as a Person and as a Professional.</td>
</tr>
<tr>
<td>Discussion: Self-Awareness Inventory</td>
<td>Complete the Self-Inventory on Page 38</td>
<td></td>
</tr>
<tr>
<td>Quiz One covering Chapters 1 and 2. I will deploy this quiz in Blackboard by Feb. 13. We will discuss it at the next class meeting</td>
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<tr>
<td>Week: Date</td>
<td>Planned Class Activities</td>
<td>Prior to Class Assignments</td>
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</tbody>
</table>
| Week 4: February 15 to 19 | Discussion: Quiz One  
Discussion: Self-Inventory Page 68  
Discussion: Chapter 3 | Read Chapter 3—Values and the Helping Relationship.  
Complete the Self-Inventory on Page 68                                                                                                                  |
| Week 5: February 22 to 26 | Discussion: Self-Inventory Page 105  
Discussion: Chapter 4 | Read Chapter 4—Multicultural Perspectives and Diversity Issues  
Complete the Self-Inventory on Page 105                                                                                                               |
| Quiz Two covering Chapters 3 and 4. | I will deploy this quiz in Blackboard by Feb. 27.  
We Will Discuss it at the next Class Meeting |                                                                                                                                                          |
| Week 6: March 1 to 5 | Discussion: Quiz Two  
Discussion: Self-Inventory Page 148  
Discussion: Chapter 5 | Read Chapter 5—Client Rights and Counselor Responsibilities  
Complete the Self-Inventory on Page 148                                                                                                               |
| Week 7: March 8 to 12 | Discussion: Self-Inventory Page 204  
Discussion: Chapter 6 | Read Chapter 6—Confidentiality: Ethical and Legal Issues  
Complete the Self-Inventory Page 204                                                                                                               |
| Quiz Three covering Chapters 5 and 6. | I will deploy this quiz in Blackboard by March 13.  
Complete Quiz Three.  We Will Discuss it at the next Class Meeting |                                                                                                                                                          |
| Week 8: March 15 to 19 | Discussion: Quiz Three  
Discussion: Self-Inventory Page 254  
Discussion: Chapter 7 | Read Chapter 7—Managing Boundaries and Multiple Relationships  
Complete the Self-Inventory Page 254                                                                                                               |
| Week 9: March 22 to 26 | Discussion: Self-Inventory Page 302  
Discussion: Chapter 8 | Read Chapter 8—Professional Competence and Training  
Complete Self-Inventory Page 302                                                                                                               |
| Quiz Four covering chapters 7 and 8. | I will deploy this quiz in Blackboard by March 27.  
Complete Quiz Four.  We Will Discuss it at the next Class Meeting |                                                                                                                                                          |
| Week 10: March 29 to April 2 | Discussion: Quiz 4  
Discussion: Self-Inventory Page 334  
Discussion: Chapter 9 | Read Chapter 9—Ethical Issues in Supervision  
Complete Self-Inventory Page 334                                                                                                                   |
| Week 11: April 5 to 9 | Discussion: Self Inventory Page 364  
Discussion: Chapter 10 | Read Chapter 10—Issues in Theory and Practice  
Complete Self-Inventory Page 364                                                                                                                   |
| Quiz Five covering chapters 9 and 10. | I will deploy this quiz in Blackboard by April 10.  
Complete Quiz Five.  We Will Discuss it at the next Class Meeting |                                                                                                                                                          |
<table>
<thead>
<tr>
<th>Week: Date</th>
<th>Planned Class Activities</th>
<th>Prior to Class Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 12: April 12 to 16</strong></td>
<td>Discussion: Quiz 5</td>
<td>Read Chapter 11—Ethical Issues in Couples and Family Therapy</td>
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<td></td>
<td>Discussion: Self Inventory Page 396</td>
<td>Complete Self-Inventory Page 396</td>
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<tr>
<td></td>
<td>Discussion Chapter 11</td>
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<tr>
<td><strong>Week 13: April 19 to 23</strong></td>
<td>Discussion: Self-Inventory Page 234</td>
<td>Read Chapter 12—Ethical Issues in Group Work</td>
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<td>Discussion: Chapter 12</td>
<td>Complete Self-Inventory Page 423</td>
</tr>
<tr>
<td><strong>Week 14: April 26 to 30</strong></td>
<td>Discussion: Self-Inventory Page 452</td>
<td>Read Chapter 13—Community and Social Justice Perspectives</td>
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<tr>
<td></td>
<td>Discussion: Chapter 13</td>
<td>Complete Self-Inventory Page 452</td>
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<tr>
<td><strong>Week 15: May 3 to 7</strong>—Complete</td>
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<td></td>
<td>the 40-item Self-Inventory you completed prior</td>
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<td>to our first class. We will spend this class</td>
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<td>meeting discussing your initial answers with</td>
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<td>your answers at the end of the semester.</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>Discussion: Self-Inventory Page 234</td>
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<tr>
<td></td>
<td>Discussion: Chapter 12</td>
<td></td>
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<td></td>
<td>Read Chapter 13—Community and Social Justice</td>
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<td></td>
<td>Perspectives</td>
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<td></td>
<td>Complete Self-Inventory Page 452</td>
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<tr>
<td><strong>Week 16: May 10 to 14</strong></td>
<td>This is finals week. We will meet at the usual</td>
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<td>time to discuss your responses to the final</td>
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<td>exam. Remember, your arguments about the most</td>
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<td>appropriate way to respond to an ethical or</td>
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<td></td>
<td>legal vignette may change the credit for some</td>
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<td></td>
<td>of your answers.</td>
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</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Select the SLO’s you use

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/services/disability-services/
5. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
7. https://www.angelo.edu/dept/writing_center/academic_honesty.php
8. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of