



Antioch University Seattle  
School of Applied Psychology, Counseling, and Family Therapy

Course Number COUN 7440

Course Name Advanced Legal & Ethical Issues

Credits:	3
Prerequisites:	Open to CES/Ph.D. students only
Day & Dates & Time:	This is a hybrid on-line and in-person course. In-person class times will be Mondays, 11am-2pm; 9/30/19 – 12/9/19
Quarter/Year:	Fall, 2019
Location:	Antioch University Seattle
Instructor:	Eric Ström, J.D., M.A.
Contact information:	estrom@antioch.edu
Office Hours:	By appointment
Teaching Liaison:	Ned Farley, Ph.D.
Contact Info:	efarley@antioch.edu

**Course Description:**

This course will provide an opportunity to engage in discussion and analysis of ethical and legal traditions and standards, their evolution, methods of change and applications to various professional activities. Students will be expected to address issues relevant to supervision and counseling (e.g., confidentiality, record keeping, duty-to-warn, etc.) from multiple perspectives. Students will interact with primary sources of legal, ethical, and professional standards.

**PROGRAM COMPETENCIES AND OUTCOMES**

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas:

Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study.

Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

**Objective 1: Diversity and Change.** Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

**Objective 2: Counselor Education.** Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

**Objective 3: Supervision.** Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

**Objective 4: Advanced Practice.** Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.

**Objective 5: Research.** Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

**Objective 6: Engagement and Advocacy.** Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

**Objective 7: Creative Arts Cognate.** Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

### **Course and Student Learning Objectives**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards, Section 6B, require that doctoral students' learning experiences in Counselor Education and Supervision contain the following:

6B1.f. ethical and culturally relevant counseling in multiple settings

6B2.j. legal and ethical issues and responsibilities in clinical supervision

6B3.h. ethical and culturally relevant strategies used in counselor preparation

6B4.l. ethical and culturally relevant strategies for conducting research

6B5.l. ethical and culturally relevant leadership and advocacy practices

As such, this course, is designed to address each of these CACREP areas of content. By successfully completing the requirements for this course, students will be able to:

<i>KNOWLEDGE</i>	<i>PERFORMANCE INDICATORS (kpi)</i>
Demonstrate an understanding of ethical and culturally relevant counseling in multiple settings (CACREP 6B1f)	1) Class Discussions weeks 1, 2, 4, 5, 6, 11 2) Online Discussions weeks 3, 7, 9 3) Issue Spotting Activity 4) Ethics Codes Presentations
Demonstrate an ability to apply legal and ethical issues and responsibilities to clinical supervision (CACREP 6B2j)	1) Class Discussions weeks 1, 2, 4, 5, 6, 11 2) Online Discussions weeks 3, 7, 8, 9 3) Issue Spotting Activity 4) Ethics Codes Presentations 5) Teaching/Instruction Demonstrations
Demonstrate an ability to identify and apply of ethical and culturally relevant strategies for counselor preparation (CACREP 6B3h)	1) Class Discussions weeks 1, 2, 4, 5, 6, 11 2) Online Discussions weeks 3, 7, 8, 9 3) Issue Spotting Activity 4) Ethics Codes Presentations 5) Teaching/Instruction Demonstrations 6) Written Curriculum Outline
Demonstrate a familiarity with ethical and culturally relevant strategies for conducting research (CACREP 6G4l)	1) Class Discussions weeks 2, 4, 5, 6, 11 2) Online Discussions week 3, 8 3) Ethics Codes Presentations
Demonstrate an understanding and application of ethical and culturally relevant leadership and advocacy practices (CACREP 6B5l)	1) Class Discussions weeks 1, 2, 4, 5, 6, 11 2) Online Discussions weeks 3, 7, 8, 9 3) Issue Spotting Activity 4) Ethics Codes Presentations 5) Teaching/Instruction Demonstrations

### **Andragogical Design**

This hybrid course will contain a combination of on-line (asynchronous) and in-person (classroom) learning activities. Students will learn via lecture, reading, discussion, demonstration and practice. Emphasis will be on understanding and learning how to address ethical and legal issues across the doctoral learning areas within a Multicultural and Social Justice context.

### **Required Course Texts and Reading Resources**

There is no assigned textbook for this course. Primary source reading materials will be provided by the instructor.

## Course Assignments

### *1) Online Discussions*

Online discussion posts will be due during weeks 3, 7, 8, and 9. Each online discussion forum requires three postings from you; the initial post that addresses the discussion question, and two substantive response to your peers' initial posts. Please note that your initial post and the responses to your peers are of equal value. Your initial posts are due on Friday of the week the discussion is assigned. Response posts to at least two peers are due the following Friday. You must keep your posts (both initial and response) to a length between 150 and 300 words. One of the skills this helps to develop is writing in a concise manner in accordance with the APA style standard of "economy of expression." You are always welcome to post as many responses as you would like, but please ensure they meet this length requirement.

### *2) Issue spotting activity*

In week 3, students will be provided with a hypothetical scenario (either written or other media) and will be asked to identify the legal and ethical issues that suggested by the material. More detail on this assignment will be provided in the week 4 class meeting.

### *3) Ethics Codes Presentations*

In week 6, students will create and present to the class a 20 minute presentation demonstrating and explaining an ethics code provision of their choice. More detail on this assignment will be provided in the week 4 class meeting.

### *4) Teaching/Instruction Demonstrations*

In week 10, students (in groups of two) will provide to the class a 30 to 45 minute presentation on a legal and/or ethical topic of their choice. Presentations will 1) identify a legal or ethical issue; 2) address and discuss any applicable legal standards, 3) address and discuss any applicable ethical standards; 4) present and apply at least two academic journal articles; and 5) discuss practical application of these standards to the identified issue. More detail on this assignment will be provided in the week 1 and week 4 class meetings.

### *5) Written Curriculum Outline*

In week 10, students (in groups of two) will submit a 6 to 10 page paper addressing the legal and/or ethical topic from their Teaching/Instruction Demonstration. The paper will 1) identify a legal or ethical issue; 2) address and discuss any applicable legal standards, 3) address and discuss any applicable ethical standards; 4) present

and apply at least two academic journal articles; and 5) discuss practical application of these standards to the identified issue. More detail on this assignment will be provided in the week 1 and week 4 class meetings.

### Class Schedule and Summary of Assignments

CLASS	TOPIC/CACREP Standards	READING	ASSIGNMENTS DUE
1. Sep 30	Introduction and Ethical Decision Making Models <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6B5l</i>	ACA Code of Ethics	
2. Oct 7	Sources of Laws and Regulations <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6G4l</i> <i>CACREP 6B5l</i>	WAC 246-809 RCW 18.225 RCW 18.130.180	
3. Oct 14	Ethical/Legal Issue Identification ( <i>Online</i> ) <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6G4l</i> <i>CACREP 6B5l</i>	To Be Provided	1) Online Discussion 2) Issue spotting activity
4. Oct 21	Understanding and Applying Case Law <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6G4l</i> <i>CACREP 6B5l</i>	To Be Provided	
5. Oct 28	Ethics Codes <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6G4l</i> <i>CACREP 6B5l</i>	AMHCA Code of Ethics; AAMFT Code of Ethics; NASW Code of Ethics;	

		NBCC Code of Ethics	
6. Nov 4	Applying the Ethics Codes <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6G4l</i> <i>CACREP 6B5l</i>	To Be Provided	Ethics Codes Presentations
7. Nov 11	Concepts & Sources of Liability Finding DoH Opinions <b>(Online)</b> <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6B5l</i>	To Be Provided	Online Discussion
8. Nov 18	Ethics in Research <b>(Online)</b> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6G4l</i> <i>CACREP 6B5l</i>	To Be Provided	Online Discussion
9. Nov 25	Self-Care as an Ethical Imperative <b>(Online)</b> <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6B5l</i>	To Be Provided	Online Discussion
10. Dec 2	Final Presentations Preparation	To Be Provided	
11. Dec 9	Final Presentations and Evaluations <i>CACREP 6B1f</i> <i>CACREP 6B2j</i> <i>CACREP 6B3h</i> <i>CACREP 6G4l</i> <i>CACREP 6B5l</i>	To Be Provided	1) Teaching/Instruction Demonstrations 2) Written Curriculum Outline

## **Assessment Criteria for PhD Students**

Ph.D. students are assessed in 9 areas across 4 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall required level of competency.

### Definitions of Competency Areas:

*Critical Thinking* - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

*Verbal Communication* - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

*Oral Presentation* - able to present ideas in a well-organized format; open and able to respond to questions.

*Written Communication* - writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

*Cultural Awareness and Responsiveness* - understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

*Social Responsibility* - aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.  
*Emotional Maturity* - willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

*Ethical Conduct* - demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

*Interpersonal Skills* - demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

### Definitions of Competency Outcomes:

*Below Competency:* Fails to meet the minimum course requirements as outlined in this syllabus. This includes attendance, class participation, and successful completion of all assignments in a manner which demonstrates a basic understanding of Legal and Ethical Issues including the ability to conceptualize, communicate, and apply complex legal and/or ethical issues.

*Required Competency:* Demonstrates a basic understanding of Legal and Ethical Issues as outlined above, and by meeting all of the minimum requirements for the class, as outlined in the syllabus.

*Intermediate Competency:* Meets Required Competency as well as demonstrating an ability to think critically in terms of evaluation, advocacy, and multicultural perspectives in Legal and Ethical Issues. This includes attention to strengths, limitations, consequences, and cultural implications.

*Advanced Competency:* Meets Intermediate Competency as well as demonstrating a consistent ability to critically evaluate Legal and Ethical Issues. This includes the ability to apply a systematic critical evaluation to novel circumstances and to identify the likely intended and unintended consequences of such an application.

#### **Additional Assessment criteria:**

##### *Attendance*

Each participant is expected to be on time for all classes and to attend a minimum of 90% of the classes. Failure to attend 90%, or 27 clock hours, of the class meeting time will result in no credit for the course unless appropriate makeup work is completed. If a participant falls below the minimum standard of attendance, it is the participant's responsibility to arrange for appropriate makeup work with the instructor. Failure to attend at least 80% of the class will result in no credit for the course. Please note that late arrivals and early departures from class will count toward this time.

##### *Scholarship*

All written papers must conform to APA writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No participant will be permitted more than one opportunity to re-write a paper that fails to meet APA scholarship standards. No re-written papers will be accepted past the due date assigned by the instructor. No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

### *Submitting and returning written assignments*

Papers are to be submitted via the Dropbox on Sakai. I will return papers to you with comments via the Dropbox on Sakai. No hardcopies or attachments via email will be accepted.

## **COUNSELOR COMPETENCY AND FITNESS**

Antioch University is obligated, as a CACREP institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, in Section F.5.b, states in part, “Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of profession impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.” Section F.9.b states in part, “Counselor educators, throughout ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995\*). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

### **Course Requirements**

1. Adherence to Antioch University Seattle procedures stated in the syllabus and defined in the Antioch University Seattle Catalog:

<http://www.antiochseattle.edu/registrar/aus-catalog/>

2. Submitting course assignments to instructor;
3. Submitting course evaluations. Students evaluate all courses during mid-term and at the end of the quarter. The final course evaluation is required for all students in all courses.

## **ANTIOCH UNIVERSITY SEATTLE POLICIES**

### **Antioch University Policies**

In addition to the above Course Requirements, Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Student policies are available on the AUS website under Student and Campus Resources: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

Specific attention should be given to the following:

1. Attendance: Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. Plagiarism: Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic, or other medium. Refer to the current AUS Catalog for full description and procedures.
3. Student Suspension, Dismissal, or Exclusion from Class Procedures. Refer to the Antioch University policies for full description and procedures.
4. Communication Protocol: All students must have access to computer technology. AUS maintains a computer laboratory as well as computer access in the AUS Library.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs.

To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between

students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system. Refer to the current Antioch University Seattle Catalog for full description and procedures.

5. Incompletes: In Progress (IP) no longer is an evaluation designation that can be assigned at Antioch University. If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

#### 6. Audio- or Video-recording of Classes

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

### **Library Services and Research Support**

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The

AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

### **Writing Support at Antioch University**

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for *free writing support*:

#### **AUS Writing Lab (room 323 Library/CTL):** Formerly the Academic Support Lab.

The Writing Lab offers *free* peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at [www.antiochseattle.edu/tutoring](http://www.antiochseattle.edu/tutoring), call: 268-4416 or email: [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu). We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located on the AU Drive at [antioch.edu/vwc](http://antioch.edu/vwc) and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

#### **The Writers' Exchange (WEX): fee-based writing support**

The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at [wex.antioch.edu](http://wex.antioch.edu).

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

### **Reasonable Accommodation of Students with Disabilities**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

Students in need of accommodation should contact Jill Haddaway, the Disability Support Services (DSS) Coordinator at 206-268-4151 or TTY: 206-728-5745 or [jhaddaway@antioch.edu](mailto:jhaddaway@antioch.edu) to request reasonable accommodations.

Students are responsible for requesting their faculty members acknowledge an electronic Letter of Accommodation from the DSS office as soon as possible in the quarter. In cases that the disability accommodation of extended time on assignments is granted, each assignment must be discussed and specific due dates agreed upon in advance between student and faculty.