Class Time: Tuesday, 3:25–6:25 p.m.
Location: 445 Education Building
Instructor: Susan M. Wiegmann, Ph.D.
1000 Bascom Mall, 411 Education Building
wiegmann@wisc.edu
Office Hours: By appointment

Number of credits: 3

Course Designations and Attributes: None.

Instructional Mode: Face to Face.

Credit hours are met by course: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include class meetings, readings, and the listed out of class assignments.

Course Description: Legal and ethical issues for counselors, with an emphasis on the American Counseling Association (ACA) and Commission on Rehabilitation Counselor Certification (CRCC) ethics codes and Wisconsin statutes relevant to counseling practice and research.

Requisites: Declared in Rehabilitation Counselor Education, Counseling Psychology, or Educational Psychology doctoral programs.

Purpose
This course is intended to promote students' understanding of ethical and legal considerations in the professional practice of counseling; the potential influences of values and other factors in ethical decision making; how a person’s emotional competencies can influence ethical decisions; and the goals and objectives of professional organizations and credentialing bodies related to ethical practice by practitioners.
Course Outcomes

By the end of the course, students will be able to:

1. Identify potential ethical concerns in counseling, supervision, and teaching activities.
2. Apply and analyze the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors, the American Counseling Association (ACA) Code of Ethics for counselors, and the relevance of ethics codes to ethical decision making and practice.
3. Integrate legal considerations related to professional practice into their ethical decision-making.
4. Apply knowledge about statutes and legal issues pertinent to rehabilitation counseling professionals and counseling practice.
5. Summarize the nature of an ethical issue/dilemma through ethics awareness.
6. Apply an ethical decision making model for case analysis using relevant law, regulations, policies, codes, values and principles to develop options/plans of action to address identified ethical issues.

CACREP standards

This course seeks to provide training in the following CACREP general educational standards:

2.F.1. a. the role and process of the professional counselor advocating on behalf of the profession
2.F.1. b. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2.F.1. i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2.F.1. j. technology’s impact on the counseling profession
2.F.1. k. strategies for personal and professional self-evaluation and implications for practice
2.F.1. l. self-care strategies appropriate to the counselor role
2.F.1. m. the role of counseling supervision in the profession
2.F.2. a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2.F.2. c. multicultural counseling competencies
2.F.2. g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
2.F.2. h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
2.F.5. d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2.F.5. e. the impact of technology on the counseling process
This course seeks to provide training in the following CACREP clinical rehabilitation counseling standards:

5.D.2.w. legal and ethical considerations specific to clinical rehabilitation counseling

This course seeks to provide training in the following CACREP doctoral standards:

6.5.g. strategies of leadership in consultation
6.5.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
6.5.i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
6.5.j. models and competencies for advocating for clients at the individual, system, and policy levels
6.5.k. strategies of leadership in relation to current multicultural and social justice issues
6.5.l. ethical and culturally relevant leadership and advocacy practices

Textbook and Readings:

The textbook is available for purchase through the University Book Store or other sources. The textbook is also available on reserve at MERIT Library.

Wisconsin Administrative Code - Wisconsin Department of Safety and Professional Services:

Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board Chapter MPSW 20 - Conduct

E-Reserve Readings (accessible through Canvas) - Additional readings from professional journals will be assigned to supplement the textbook readings.
COURSE REQUIREMENTS:

1. **Attendance and Participation**: Learning in this course is based on in-class presentations and case discussions. If you are ill and unable to attend class, please send a message to the instructor and teaching assistant. Multiple absences will impact your grade. Please complete assigned readings before the class session for which they are assigned.

2. **Class Presentation and Case Discussion**: You will be assigned three ethics topics from the syllabus for presentation and guided discussion.
   
a. **Presentation**: Your presentation should focus on the salient aspects of your topic area, to include historical aspects, applicable case law(s), Ethics Codes Standards and relevant examples of how knowledge of your topic area will help uphold the highest ethical ideals in the delivery of counseling services. The use of illustrative videos, handouts, useful links, etc. is highly encouraged. The presentation should be planned not to exceed 30 minutes, plus 10 minutes for follow-up Q & A. (40 min)

b. **Case Discussion**: Based on a case scenario you have developed related to your topic, help your classmates identify the ethical dilemma(s), map out decision-making factors, and present appropriate resolutions to the dilemma(s). (30 min)

c. **Supporting References**: Please provide two reference items to assist your classmates in preparing for your presentation and case discussion. References may be articles, chapters, videos, or other informative items.

3. **Case Analysis**: You will be provided an individual case analysis project in order to demonstrate your critical analysis and application of an ethics-based decision framework. Guidelines will be provided in class. The case analysis is due on the last day of class (12/10).

**Evaluation**

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<th>Participation</th>
<th>15 points</th>
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<tr>
<td>Presentations (3)</td>
<td>15 points each</td>
<td>45 points</td>
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<tr>
<td>Case Analysis</td>
<td>40 points</td>
<td>40 points</td>
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<tr>
<td>Total Points</td>
<td>100 points</td>
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Final grades will be calculated as follows:

A = 92-100% of possible points
AB = 85-91% of possible points
B = 78-84% of possible points
BC = 73-77% of possible points
C = 67-72% of possible points
D = 61-66% of possible points
F = 60% or less of possible points
Accommodations

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform us of their need for instructional accommodations by the end of the third day of class, or as soon as possible after a disability has been incurred or recognized. We will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. The McBurney Disability Resource Center website provides additional information: http://www.mcburney.wisc.edu.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to https://conduct.students.wisc.edu/academic-integrity/.
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<thead>
<tr>
<th>Date</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>9/10</td>
<td>Course Introduction and Syllabus Review</td>
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<td>9/17</td>
<td>Ethics Presentation Meetings</td>
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| 9/24 | Philosophy of Ethics Codes; Models/Steps in Ethical Decision Making  
*Textbook readings:* Herlihy & Corey – Part I & Part II  |
| 10/01 | Informed Consent and Client Rights; Confidentiality and Privacy  
*Textbook readings:* Herlihy & Corey – Chapters 1 & 3  |
| 10/08 | Assessment; Recognizing, Assessing, and Responding to Suicidal Risk  
*Textbook readings:* Herlihy & Corey – Chapter 8  |
| 10/15 | Nonsexual Multiple Relationships; Sexual Multiple Relationships  
*Textbook readings:* Herlihy & Corey – Chapter 7  |
| 10/22 | Professional Responsibility/Competence; Supervision  
*Textbook readings:* Fisher – Chapters 5 & 10; Herlihy & Corey – Chapters 4 & 10  |
| 10/29 | Education and Training; Research and Publication  
*Textbook readings:* Herlihy & Corey – Chapters 10 & 11  |
| 11/05 | Culture and Social Justice; Disability and Ethics  
*Textbook readings:* Herlihy & Corey – Chapters 2, 4, & 5  |
| 11/12 | Counseling Minor Clients; Counseling in Different Settings – Group/Family  
*Textbook readings:* Herlihy & Corey – Chapter 6  |
| 11/19 | Business Practices: Recording Keeping, Fees, Advertising and Other Public Statements; Technology, Social Media, and Online Counseling  
*Textbook readings:* Herlihy & Corey – Chapter 9  |
| 11/26 | Forensic Services; Relationships with Other Professionals and Employers  
*Textbook readings:* Herlihy & Corey – Chapter 12  |
| 12/03 | Case Studies for Ethical Decision Making |
| 12/10 | Wrap Up – Case Analysis Due |