

EDCO 232 Law and Ethics  
Tuesday 7:00 P.M. - 9:45 P.M. Room: IRC 306  
Spring 2009

**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)**
- 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 2009**

**January 27**

### **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 3**

### **Chapter 1: Introduction to Professional Ethics**

- Review of professional codes
- Review moral principals and decision making process

#### **Assignment**

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

**February 10**

### **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 17**

### **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
- Do pre chapter self-inventory
- Be prepared for group discussion of **Suggested Activities** in Chapter 4

February 24

**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 3

**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 10

**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
- Continue to work on CD-ROM

March 17

**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 March 31.

**March 24**

**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 March 31.

**March 31**

**Midterm Exam**

- Midterm Exam - Multiple choice on Chapters 1-6 & 10

**April 7**

**Special Education Law/504 Law/Child Abuse Prevention**

**April 14**

**Special Education and Special Needs**

- Visit to Parents Helping Parents

**April 21**

**Visit to Children's Shelter**

**April 28**

**Visit to DeAnza College**

**May 5**

**Attendance/Laws Dealing with Youth/Sexual Harrasement**

- Attendance Laws and Programs
- Synopsis of the Laws and Policies Dealing with Youth
- Sexual Harassment

**May 12**

**Semester Review/CD-ROM Assignments Due**

## **PPSC-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 also be experts guiding us through visits to Juvenile Hall, the Children's Shelter, 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:

- 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.**

**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."