**EDCO 6675 Legal and Ethical Issues for School Counselors**

**Department of Counselor Education**

**Seattle Pacific University**

**Summer Quarter,**

**Instructor:**

Office:

Phone:

Email:

Office Hours: by appointment

**University Mission Statement:**

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

**School of Education Mission Statement:**

The mission of the Seattle Pacific University School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

**School Counseling Program Mission Statement:**

Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.

**Academic Integrity:**

“Students at Seattle Pacific University are expected to demonstrate academic integrity in their work.  Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct.  Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog.  In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction.  If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

**Diversity Statement:**

Respect and appreciation for differences is a requirement for this course. It is not an expectation that you agree with or support all views but it is expected that you will respond with thoughtfulness and sensitivity toward the other views as well as take the opportunity to consider a diverse perspective and the contributions of the “lens” that this viewpoint is shared. Diversity is appreciated and celebrated in this course. I look forward to hearing and learning from others through the sharing of experiences and views.

**Course Description:**

This three-credit course focuses on the legal and ethical issues which are relevant to school professionals. An emphasis will be placed on the application of Washington State and federal law and the ethical codes which establish the standards for appropriate professional conduct in the school setting.

This course is structured to meet the knowledge base criteria of WAC 180-78-295 required for Washington State certification in school counseling. Students will be presented with a knowledge base in the following areas:

1. Legal and ethical issues related to the practice of school counseling
2. Major societal concerns including abuse and discrimination
3. Consultation with parents, teachers, and others
4. Referral sources and processes
5. Coordination of services with other school personnel including nurses, social workers, and community service providers
6. Knowledge and skill to apply legal guidelines, professional codes of ethics, and knowledge of general professional standards [Statutory Authority: RCW 28A.70-.005. 88-07-002 (Order 7-88), S 180-78-295, Files 3/3/88]

**Technology Integration:**

As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes the Canvas to integrate technology. If you have questions, regarding canvas or topics related to technology (not course specific), please contact [etmhelp@spu.edu](mailto:etmhelp@spu.edu) or call 206.281.2170. This course does require that you are familiar with Canvas as indicated in the syllabus.

**Course Goal:**

In addition to the master of theory, skills, and processes, school counselors must be knowledgeable about and committed to current standards of professional conduct. Professional ethical codes and legal codes serve to set the standard for appropriate professional behavior. School professionals must integrate their knowledge, skills, experience, and values when determining particular courses of action.

**Course Objectives:**

As a result of this course, students will be able to:

1. Differentiate professional ethical codes, legal codes, and personal values and morals (Character*, Competence, Leadership*). (*CACAREP* 2.*F.1.f)*
2. Demonstrate an understanding of the ethical codes of the professional associations (*Competence*). (*CACREP; 2.F.1.i,; 5.G.2.l*)
3. Analyze and apply the professional ethical codes to a variety of school dilemmas (*Leadership*, *Competence*) (*CACREP 2.F.1.i, 2.F.1.j, 2.F.1.m)*.
4. Identify and apply relevant federal and state legal codes as they relate to school situations (*Competence, Leadership*). (*CACREP 5.G.2.m*)
5. Use an ethical decision-making model to make difficult ethical decisions (*Service, Leadership*). (*CACREP 5.G.2.n*)
6. Articulate personal and professional morals and values related to life in general and to counseling and psychology in particular (*Leadership, Character*) *(CACREP 2.F.2.d)*
7. Critique a local district policy concerning an important legal and/or ethical issue in schools (*Service, Leadership*) (*CACREP 2.F.1.g)*.
8. Demonstrate knowledge related to *CACREP 2.F.1.f, & 5.G.2.m.*

**Performance Outcomes:**

Students will demonstrate basic knowledge and comprehension of the ethical and legal issues related to K-12 schools as measured by a personal values paper, the use of an ethical decision-making model, a school district policy critique, and an article review.

**Methods of Instruction:**

In order to stimulate interest and learning, a variety of instructional strategies will be used in class: discussion, guest speakers, small-group activities, and mini-lectures. Class sessions will often center on case studies as they relate to laws, ethical standards, and personal values.

In order to ensure meaningful class participation, it is imperative that students read material regarding an assigned topic prior to class. Much of what is learned in the area of legal and ethical issues comes from an interactive approach among *informed* discussion participants.

In an effort to facilitate group learning, we will allocate a portion of each class meeting to attend to any questions you might have regarding paperwork, and assignments. In addition, any e-mails that I receive will include all learners in the reply so that all may benefit from the dialogue. If your e-mail or question is of a private nature, please indicate so in your e-mail.

**Required Texts:**

* Stone, C. (2017). *School counseling principles: Ethics and law.* American School Counselor Association.
* Additional materials posted to canvas.

**Learning Outcomes and Assessment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Personal Values Paper** | **EDM paper** | **Online Discussion** | **District Policy Critique** |
| 1. Differentiate professional ethical codes, legal codes, and personal values and morals (Character*, Competence, Leadership*). | **x** |  |  | **x** |
| 1. Demonstrate an understanding of the ethical codes of the professional associations (*Competence*). (*CACREP; F.1.i,; G.2.l*) |  | **x** | **x** | **x** |
| 1. Analyze and apply the professional ethical codes to a variety of school dilemmas (*Leadership*, *Competence*) (*CACREP F.1.i, F.1.j, F.1.m)*. |  | **x** | **x** | **x** |
| 1. Understand and apply relevant federal and state legal codes as they relate to school situations (*Competence, Leadership*). (*CACREP G.2.m*) |  | **x** |  | **x** |
| 1. Use an ethical decision-making model to make difficult ethical decisions (*Service, Leadership*). (*CACREP G.2.n*) |  | **x** |  | **x** |
| 1. Articulate personal and professional morals and values related to life in general and to counseling and psychology in particular (*Leadership, Character*). | **x** |  |  | **x** |
| 1. Critique a local district policy concerning an important legal and/or ethical issue in schools (*Service, Leadership*) (*CACREP F.1.g)*. |  |  |  | **x** |
| 1. Demonstrate knowledge related to *CACREP 2.F.1.f, & 5.G.2.l.* |  |  | **x** |  |

**Course Requirements and Evaluation:**

Attendance is ***required*** for every indicated class meeting. Please notify the instructor ***prior*** to a class meeting if you anticipate a conflict.

Complete assigned readings *every week*. All assignments are expected to follow APA style formatting (12 size Times New Roman font, one-inch margins, double spaced) and be submitted in digital format to canvas. Late assignments are discouraged. You are strongly encouraged to familiarize yourself with technology utilized in this course prior to due date/time. All assignments are to be submitted to Canvas assignment feature by the due date/time to avoid point deductions. In addition to assignment guidelines provided in this section, review rubric provided in course syllabus for additional grading criteria.

Class attendance (Four online meetings) 10%

FlipGrid Participation & Weekly Reflections 20%

Quiz 10%

District policy critique 20%

Ethical decision-making paper 25%

Personal values paper 15%

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Total 100%

1. **Quiz:** By every Tuesday night, students take a quiz.
2. **FlipGrid Reflection*:*** Students record their learning on FlipGrid (two things that are learned, and one question) and respond to one classmate’s question.
3. **Reading/Online Discussion/Questions:**Each week, you have assigned readings and questions to answer. Students are expected to answer the instructor’s questions under Discussion section and post one question for group discussions in the online class meetings. Questions should be based on the readings or issues relevant to the issues being discussed. Please post a question by XXXXXX.
4. **Personal Values Essay:** Develop a 3-5 page paper which articulates a) the principles and values which guide your personal and professional life, b) the sources which led to their development, and c) how these principles and values might complement and conflict with the demands placed upon school counselors. You are invited to describe how your personal faith journey has affected the development of your values. Your paper will be evaluated on how well you communicate your ideas. **(Due Tuesday,)**
5. **Ethical Decision-making Assignment:** This assignment will be for the purpose of demonstrating ethical decision-making. It will require the application of specific steps in ethical decision-making to an ethical dilemma in the schools.An example of an Ethical Decision-Making Model and the case studies you may use to guide your writing and discussion are posted to Canvas. *All papers are required to be submitted in APA format.* **(Due Tuesday,)**

* As a group, develop a 5-7 page paper (typed, page limit excludes title & reference pages) describing your group’s decision regarding a dilemma presented to you using Ethical Decision Making Model provided in Ethical Standards for School Counselors.
* In addition to the group paper, you will complete the peer evaluation form.

1. **District Policy Critique:** School professionals need to know their district’s policies relating to legal and ethical issues. 1) After selecting a particular issue, locate the policy in your district, or a district you have interest in, and ask your administrator for a copy of it (copies also available on-line). 2) Submit a *3 to 5 page* paper (typed, page limit excludes title & reference pages) in which you critique the strengths and weaknesses of the policy. 3) Justify your remarks based on current, scholarly literature (minimum 4). 4) Include a reference list using APA format. 5) Attach a copy of the policy to your paper. Post to Canvas under the assignment feature. **(Due Tuesday,)**

*Examples of Policies:* Confidentiality and personal notes; Duty to Warn; Dual relationships; Discrimination; Releasing student records; Discipline; Special education.

**Grading Scale:**

Please note that you need to get the B level of grading for the core assignments (CACREP standards are addressed). Passing grade for the courses in the school counseling program is B or higher.

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| --- | --- | --- | --- | --- | --- |
| 96-100 | A | 87-89 | B+ | 77-79 | C+ |
| 90-95 | A- | 84-86 | B | 74-76 | C |
|  |  | 80-83 | B- | 70-73 | C- |

**Course Outline:**

Below is a tentative schedule of the course sessions. Changes to the schedule, pre-course work and assignments may be modified over the course of the quarter based on our progress, emergencies, etc.

Week 1 (Tuesday,)

* Course Introduction
* Legal & Ethical Issues? I thought I was going to be a school counselor, not an attorney!
* Ethical Decision Making

Week 2 (Tuesday,)

* Confidentiality & Privileged Communication
* Rights of Parents

Week 3

* Legal & Ethical Implications for Students at Risk
  + Child abuse
  + Negligence
  + Sexually Active

Week 4 (Tuesday,)

* Legal & Ethical Implications for Students at Risk
  + Sexual harassment
  + Bullying
  + LGBT

Week 5 (Tuesday,)

* Legal & Ethical Implications for Students at Risk
  + Dating violence
  + Issues related to cyberspace

Week 6

* Legal & Ethical Implications
  + Record keeping
  + Court Appearance

Week 7

* Supervision

Advocacy

Week 8

* WAC-O: School Counselors and the Washington Administrative Code & Revised Code of Washington

**Emergency Preparedness Information**[[1]](#footnote-2)

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security (OSS) at 206-281-2911 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the OSS Dispatcher will contact the police and/or fire department with the exact address of the location of the emergency.

**SPU‐Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text messages, emails, electronic reader boards, computer pop-ups (for SPU computers), loudspeakers, and recorded cell phone messages. In order to receive text messages from SPU-Alert, your cell phone number must be entered in the Banner Information System on the web, <https://www.spu.edu/banweb/>. To check if your number is entered, select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk (206-281-2982) if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown and you are NOT in immediate visible danger:

* Stay inside and await instruction.
* Move to a securable area (such as an office or classroom) and lock the doors and silence your phone.
* Close the window coverings then move away from the windows and get low on the floor.
* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are in a building at the time of a lockdown and you ARE in immediate visible danger: Run to escape or hide in a securable area, and plan to defend yourself if necessary.

* If you are outside at the time of a lockdown: Leave the area and seek safe shelter off campus. Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Everyone should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In an evacuation, gather your personal belongings quickly and safely proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use an elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. The assembly sites are also listed online at: <https://emergency.spu.edu/campus-emergency-procedures/evacuation-and-assembly-areas/>. Check in with your instructor or a BEC (they will be recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU website at <https://emergency.spu.edu/>.

1. This section is official language from the University’s Risk Management Department (8/26/2019) – Do not edit. You can include in your syllabus or post as a separate document with your syllabus) [↑](#footnote-ref-2)