Syllabus
SUL ROSS STATE UNIVERSITY
ED 6346: ETHICAL AND LEGAL ISSUES IN COUNSELING
Summer 2016

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Office Hours: Online

Please read through the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact the instructor for clarification. This is a web course and is delivered entirely on Blackboard.

PREREQUISITES
ED 5314: Personality and Counseling Theories

REQUIRED MATERIALS
Corey, G., Corey, M., and Callanan, P. (2011). *Issues and Ethics in the Helping Professions* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

Ethics in Action CD-ROM. ISBN 0534639704. (It is required that you complete all the exercises and activities in this CD-ROM program.)

Codes of Ethics for the Helping Professions. Also packaged with the text is a booklet containing the codes of the major professional organizations, which will be of use to you during the entire course.

The ISBN for these three items "bundled" together (i.e., sold as a set) is **9781111192082**.

COURSE DESCRIPTION
A course to familiarize students with ethical and legal practice in the field of counseling; included are standards of ethical practice and their application to the various areas of counseling, ethical decision-making, major ethical and legal issues, and ethical responses to unethical behavior.

COURSE OBJECTIVES
Student will be able to:
1. respond to ethical dilemmas by using a decision-making process.
2. identify the different major components of ethical codes for school or professional counselors.
3. communicate an understanding of the laws for counselors and therapists in Texas.
4. communicate her/his value system, with emphasis on how these values are likely to impact counseling practice.
5. communicate how her/his personal values influence her/his ethical posture.
6. identify the professional organizations for counselors.

PROGRAM STUDENT LEARNING OUTCOME
The graduate student will demonstrate the following learning outcome:

> Graduate students in the school of counseling and clinical counseling program will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

TExES STANDARDS

TExES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES COMPETENCIES

TExES competencies addressed in this course are:

Competency 001, Human Development: The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002, Student Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003, Factors Affecting Students: The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006, Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007, Assessment: The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008, Collaboration with Families: The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009, Collaboration with Others in the School and Community: The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010, Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

REQUIREMENTS

Students will:

- participate in online discussions and activities.
- complete reading assignments and study the material **prior** to deadlines.
- complete all assignments.
- take four exams.
- practice professional conduct and ethics.
- practice respectful learning exchanges.
- agree to online participation policy, including prompt response to email from instructor.

EVALUATION

Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** on the following areas:

Discussion Board Postings/Participation	10%
Quizzes	10%
Midterm Exam	15%
Final Exam	20%
Codes/Statutes Exam	20%
Lectures Test	15%
Personal Growth Experience	10%

Course Grade:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

PARTICIPATION

You are expected to participate in the online activities and discussions. You are free to work at your convenience as long as you meet the assignment deadlines. No late assignments will be accepted. Your final course grade will be affected by the quality of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the CD-ROM. Your written communication should reflect professional courtesy toward the instructor and fellow students.

This is a web-delivered course and therefore is subject to the **Sul Ross State University online participation policy**. It is the student's responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. Because ED 6346 is delivered entirely online, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. In order for you to remain enrolled in ED 6346, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that, if a student is enrolled in a web-delivered course and fails to stay active for a period of 3 weeks in a long semester, or for 1 week during a summer session, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response. *You will be expected to check your Sul Ross email inbox and the "Important Information" Discussion Board forum daily for the duration of the semester*.

ASSIGNMENT DESCRIPTIONS *Note: No late assignments will be accepted.*

Reading Assignments. Chapters in the text, portions of the *Codes of Ethics* booklet, and the Supplementary Materials assigned for each weekend are listed in the **SCHEDULE** on the following pages. Please complete the reading assignments and study the material **PRIOR** to the deadline. Power Points and Notes are provided and accessed via Blackboard buttons to assist you in assimilating the information.

Chapter Quizzes. Quizzes are posted via blackboard. They can be taken early, but must be completed for the corresponding chapter on Tuesday of each week. You will find an objective practice quiz for each chapter on Blackboard. After reading a chapter, take the quiz. It will self-score, and the feedback will contain additional information to help you understand each question and find the correct answer. REF = Page in book where pertinent discussion can be found; TYPE = Type of question: fact, conceptual, or applied. I will be collecting grades for these quizzes. They are intended as a feedback device for you to assess how well you have grasped key concepts of each chapter. *These are part of your participation grade, and if you fail to submit the quiz by the deadline indicated in this syllabus, or if you fail to make at least a reasonable score by the due date, your participation grade will suffer.* I expect you to return to the text to study any missed concepts.

Ethics in Action CD-ROM. This is a self-study interactive program that "is designed to bring to life ethical issues and dilemmas that counselors often encounter." Each of three modules includes a Pre-Inventory; several video Vignettes (each followed by a video Discussion, questions to consider, and additional commentary/key points); and a Post-Inventory for that module. **You likely will need to view the CD-ROM several times** to respond adequately to the questions. At the end of the CD-ROM program a **Conclusion** section includes questions that address what you learned from the vignettes, questions, and discussions. Pay particular attention to these questions. These questions ask you to summarize and conceptualize what you have learned about the process of making an ethical decision. Consider what you've most learned about how to deal effectively with ethical dilemmas. For each of the **MODULE (I, II, & III)** activities, the program allows you to choose or type in your responses and to save them. This allows you to break up your work sessions. **You will not turn in your responses to the vignette questions or the Pre/Post-Inventories.** However, you will demonstrate your acquired knowledge and insights in the Discussion Board assignments.

Exams. Four exams (a midterm exam, a lectures test, a codes/statutes exam, and a final exam) will be taken online as noted in the **SCHEDULE** below. You are responsible for **all** materials assigned. Ethical approaches to online testing will be expected of each student; individual integrity is a requirement in this venue.

Discussion Board Participation. Each student will make one posting on the "CD-ROM Forum," as well as making at least one response to another student's posting. This posting is an intensive discussion regarding ethical concerns/dilemmas.

Personal Growth Experience.
Self-awareness, personal congruence, and continual striving for growth are essential to becoming an effective counselor. During the program, all students are required to participate in a personal growth experience that has been designed to enhance these qualities. The growth experience must be a minimum of 4 hours in length. Typically the personal growth experience has been entering into individual counseling (any other method of completing this requirement must be approved ahead of time by your professor). Many students have chosen to

remain in therapy beyond the minimum 4 hour requirement. Students have recognized the need to work through personal issues so these do not interfere with the counseling process. For example, personal therapy may help students identify blocks to growth in areas they have been avoiding. Students learn that they must confront themselves before they can expect clients to do the same. Students also tend to gain a broader perspective of the counseling relationship by directly experiencing the role of the client.
Participation in a personal growth experience will be documented by each student writing.....this writing will be a summary of the personal growth experience. The student is required to describe the type(s) of experience(s) and to briefly discuss the effect of this experience on his/her development as a professional counselor. You are not required to disclose content of the counseling sessions. The written evaluation of the personal growth experience is the means through which faculty monitor students' compliance with this program requirement.
Please note: Receiving counseling services and/or volunteering time at the Sul Ross Counseling Center may eliminate this site as a possible practicum experience because of dual-role relationships.

SCHEDULE
Complete the reading assignments and study the material **PRIOR** to each deadline. You may complete all assignments and tests early. All exams will be posted 2 weeks prior to their due dates. ***Late assignments will not be accepted. Assignments must be submitted on Blackboard no later than midnight, Central Standard Time on the date indicated below.*** In order to complete the assignments, you will need to refer to the *Issues and Ethics* textbook, *Codes of Ethics* booklet, the CD-ROM, and the downloaded Supplementary Materials (accessed via the Course Documents button on Blackboard).

June 1, 2016 Wednesday	***First Day Of Semester*** ***Download and View Codes of Ethics* booklet**—ACA Code of Ethics, especially focusing on the sections pertaining to personal issues of counselors such as knowing self, therapy for therapists, impairment, and role of counselor's values ***Supplementary Materials-Ethical and Legal Issues***, accessed on Blackboard via the Course Documents button. This reference material will be utilized for the Codes/Statutes Exam later in the semester.
June 2, 2016 Thursday	**Online Participation Policy**-response must be made on the "Online Participation Policy" forum on the Blackboard Discussion Board. **Introduce Self** on Discussion Board due ("Introduce Yourself" forum)
June 3, 2016 Friday	**Textbook Chapter 1** View Power Points and Notes for Chapter 1 Take Practice Quiz for Chapter 1**.** ***Note: In order to receive credit for participation, practice quizzes must be submitted by midnight CST*. Quizzes may be taken early and will be available on Blackboard at the start of the semester.**
June 6, 2016 Monday	**Textbook Chapter 2** View Power Points and Notes for Chapter 2 Take Practice Quiz for Chapter 2.
June 7, 2016 Tuesday	*Ethics in Action* CD-ROM—**have completed Activities for** Module I **(Pre-inventory, questions for vignettes, and post-inventory), as well as Conclusion questions.**
June 8, 2016 Wednesday	**Textbook Chapter 3** View Power Points and Notes for Chapter 3 **Take Practice Quiz for Chapter 3.**
June 9, 2016 Thursday	Posting on Discussion Board "**CD-ROM Forum"** based on the selection of one vignette to address.

June 10, 2016 Friday	Textbook Chapter 4 **View Power Points and Notes for Chapter 4** **Take Practice Quiz for Chapter 4.**
June 11, 2016 Saturday	
June 13, 2016 Monday	Reply to another student's posting on the **"CD-ROM" Forum**. Make at least one response to another student's posting on the CD-ROM Forum. This may include agreeing with the student's approach, respectfully challenging their approach, or offering a personal insight as a result of the ethics addressed in the posting. Instructions are posted on the CD-ROM Forum on the Discussion Board. Textbook Chapter 5 **View Power Points and Notes for Chapter 5** **Take Practice Quiz for Chapter 5.**
June 14, 2016 Tuesday	*Ethics in Action* CD-ROM**—have completed Activities for** Module II **(Pre-inventory, questions for vignettes, and post-inventory), as well as Conclusion questions**
June 15, 2016 Wedesday	**Textbook Chapter 6** View Power Points and Notes for Chapter 6 Take Practice Quiz for Chapter 6.
June 16, 2016 Thursday	**MIDTERM EXAM** covering Chapters 1-6
June 17, 2016 Friday	Textbook Chapter 7 **View Power Points and Notes for Chapter 7** **Take Practice Quiz for Chapter 7.**
June 18, 2016 Saturday	
June 20, 2016 Monday	**Textbook Chapter 8** View Power Points and Notes for Chapter 8 **Take Practice Quiz for Chapter 8.**
June 21, 2016 Tuesday	***Ethics in Action* CD-ROM**—have completed Activities for **Module III** (Pre-inventory, questions for vignettes, and post-inventory), as well as Conclusion questions
June22, 2016 Wednesday	Textbook Chapter 9 **View Power Points and Notes for Chapter 9** **Take Practice Quiz for Chapter 9.**
June 23, 2016 Thursday	CODES/STATUTES EXAM**—application of ACA Code of Ethics and Supplementary Materials-Ethical and Legal Issues**
June 24, 2016 Friday	Textbook Chapter 10 **View Power Points and Notes for Chapter 10** Take Practice Quiz for Chapter 10.
June 25, 2016 Saturday	
June 27, 2016 Monday	**Textbook Chapter 11** View Power Points and Notes for Chapter 11 Take Practice Quiz for Chapter 11

June 28, 2016 Tuesday	**LECTURES TEST** (covers Blackboard lectures, mini-lectures, and comprehensive exam review lecture, all accessed via the "Lectures" button on Blackboard)
June 29, 2016 Wednesday	**Textbook Chapter 12** View Power Points and Notes for Chapter 12 **Take Practice Quiz for Chapter 12.**
June 30, 2016 Thursday	Textbook Chapter 13 **View Power Points and Notes for Chapter 13** Take Practice Quiz for Chapter 13.
July 1, 2016 Friday	Personal Growth Experience Reflection Due.
July 2, 2016 Saturday	
July 4, 2016 Monday	Holiday
July 5, 2016 Tuesday	**FINAL EXAM** covering Chapters 7-13; course ends.

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for disability services. Students seeking disability services must contact Grace Duffy in Counseling and Disability Services, Ferguson Hall, Rm. 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203.

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures will be posted and available to students from the beginning of the semester, and discussion will occur in forum(s) on Blackboard at the designated times in this syllabus.

Lectures will incorporate text and power point presentations including the following topics: course overview; introduction to professional ethics; the counselor as a person and a professional; values and the helping relationship; multicultural perspectives and diversity issues; client rights and counselor responsibilities; ethical and legal issues in confidentiality; managing boundaries and multiple relationships; professional competence and training; issues in supervision and consultation; issues in theory and practice; ethical issues in couples and family therapy; ethical issues in group work; ethical issues in community work; codes of ethics and statutes relevant to counseling.