

Syllabus
SUL ROSS STATE UNIVERSITY
ED 6346: ETHICAL AND LEGAL ISSUES IN COUNSELING
Summer 2017

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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

We will be using the 9th edition of Issues and Ethics: In the Helping Professions. Here is the link:
https://www.cengagebrain.com/shop/ProductDisplay?urlRequestType=Base&catalogId=10057&categoryId=&productId=719639&errorViewName=ProductDisplayErrorView&urlLangId=-1&langId=-1&top_category=&parent_category_rn=&storeId=10151

Students, you will need access to all three of the following: 2014 ACA Codes of Ethics (Blackboard/Course Documents tab), six months of access to CourseMate (videos of ethical dilemmas) and the Textbook. All are included in the above link/ISBN.

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.

STUDENT LEARNING OUTCOMES

This course contributes to the following required student learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students /clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students 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.

TE_xES STANDARDS

TE_xES 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 thirteen chapter exams, codes/statutes exam and final 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	15%	
Tests (13 total)		40%
Codes/Statutes Exam	20%	
Final Exam	10%	
Personal Growth Experience	15%	

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 Helping Professions Learning Center. 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 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 2014 ACA *Codes of Ethics (on-line)*, and the Supplementary Materials are listed in the **SCHEDULE** on the following pages. Please complete the reading assignments and study the material **PRIOR** to the deadline.

CourseMate for Issues and Ethics Text Course Mate is an online supplement to the textbook. In your package is an access code for this online program. You will need to work on the materials in this Course Mate Program each week for all chapters. You will need to complete watching the video clips. Web quizzes are optional for summer session. You do not have to complete all activities in each of the chapters in the online program.

However, these materials and activities will assist you with the Bb chapter tests and final examination. **No grading takes place in CourseMate. It is simply your resource center. All tests and assignments are posted and graded in Blackboard.**

Ethics in Action Videos and Exercises This is a CourseMate self-study interactive program that “is designed to bring to life ethical issues and dilemmas that counselors often encounter.” Each video Vignette is followed by a video Discussion, and additional commentary/key points. You may view the vignettes several times, if needed. **Do not summarize the vignette!** These postings should be concise and less is more as you will have plenty of reading waiting. Please share your conceptualization of what you have learned about the process of making an ethical decision and how to deal effectively with ethical dilemmas. You will demonstrate your acquired knowledge and insights in the Discussion Board assignments. You will need to read all posts and respond to at least one other students post.

In the Discussion Board – Reactions to Videos Forum make at least one response to another student’s posting. 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. Please don’t make the mistake of thinking that posts must all be in agreement. By doing so you deny yourself and the class the rich, interactive and critical thinking aspects required at the graduate level.

Exams Ethical approaches to online testing will be expected of each student; individual integrity is a requirement in this venue. Note; your final exam will be comprised of three random questions from each Chapter Test, so, it would behoove you to find the correct answer to any questions missed on your weekly Chapter Tests.

Codes and Statues Exams Using the provided supplementary materials you will print and fill out this ‘open book’ exam. Make it easy on yourself - print this exam early and leisurely fill it out as the semester progresses. Be sure to enter answers and submit your Codes and Statues exam by the due date on this syllabus.

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. Typically, the growth experience must be a minimum of 6 hours in length. However, summer session often feels rushed so I will take a laissez-faire approach with this. I will also be open to your writing about a past experience that encouraged your growth. Typically, the personal growth experience has been entering into individual counseling. Many students have chosen to remain in therapy beyond this course. 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. But again, **you are not required to engage in counseling.** If you choose to write about an experience other than being the client in counseling, be sure to send me an email for preapproval. This writing assignment 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. I am looking for your writing to be concise, about 1 – 2 pages. You are not required to disclose content if you choose to engage in counseling sessions. **Please note:** Receiving counseling services at the Sul Ross Counseling Center may eliminate this site as a possible practicum experience because of dual-role relationships.

SRSU Disability Services:

ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures (in CourseMate and Blackboard) will be 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.

Graduate Student Center: located in BAB 104, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance by contacting Dr. Sharon Hileman Dean of Graduate Studies

sabra.laviers@sulross.edu or calling 432-837-8247.

CALENDAR

Complete the reading assignments and study the material **PRIOR** to each deadline. You may complete all assignments, exams and tests early. *Late assignments will not be accepted. Assignments must be submitted*

on Blackboard no later than 11:50, 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 Helping Professions Learning Center, and the downloaded Supplementary Materials (accessed via the Course Documents button on Blackboard).

Week 1 – all assignments are due Thursday, June 8th at 11:50 p.m. CST

Week 2 – all assignments are due Thursday, June 15th at 11:50 p.m. CST

Week 3 – all assignments are due Thursday, June 22nd at 11:50 p.m. CST

Week 4 – all assignments are due Thursday, June 29th at 11:50 p.m. CST

Week 5 – Final Exam due Monday, July 3rd at 11:50 p.m. CST

** Be mindful of differences in time zone. If you live in El Paso, you are an hour behind Alpine so this means that 11:50 p.m in Alpine is only 10:50 p.m. in El Paso, Tx.

See Blackboard for detailed list of all assignments.

- Click on ‘Weekly Assignments’ then
- Click on the folder for each week.