

Syllabus
SUL ROSS STATE UNIVERSITY
ED 6346: ETHICAL AND LEGAL ISSUES IN COUNSELING
Wren/Spring 2022

Instructor: Ms. Rebecca Greathouse Wren, M.Ed., LPC-S

Email: rebecca.wren@sulross.edu

Work Phone: 432.386.6973. Text or Email... (please include your name and this class).

Office Hours: By appointment. Please text (432-386-6973), or email rwren@mac.com or rebecca.wren@sulross.edu to set up an appointment to meet by phone or Zoom.

Please read 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 me for clarification. This is a web course and is delivered entirely on Blackboard.

REQUIRED MATERIALS

- The 9th edition of Issues and Ethics in the Helping Profession by Corey, Corey, Corey and Callanan. Student edition ISBN-13: 978-1-305-38945-8.
- American Psychological Association (2019). **The publication manual of the American Psychological Association**. Seventh Edition. Washington, D.C. American Psychological Association.
- 2014 ACA Codes of Ethics (Blackboard/Course Documents tab, also found online for free)

COURSE DESCRIPTION

A course to familiarize students with the 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 determine ethical dilemmas and the steps involved and best practices for an effective resolution while utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs, etc.
3. Students will demonstrate the ability to communicate and collaborate effectively with colleagues, parents, and with the community 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:

1. **Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.
2. **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.
3. **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.
4. **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.
5. **Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
6. **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:

1. **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.
2. **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.
3. **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.
4. **Competency 006, Counseling:** The school counselor understands how to provide effective counseling services to individuals and small groups.
5. **Competency 007, Assessment:** The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.
6. **Competency 008, Collaboration with Families:** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
7. **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.
8. **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.
- complete all chapter quizzes, the Ethical Codes/Statutes exam, and the Final exam.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

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:

Video Discussion Board Postings + 2 responses to classmates	25 %
Chapter Readings Discussion Board Postings + 1 response to classmate	25 %
Chapter Quizzes (12 total)	25 %
Ethical Codes/Statutes Exam	12.5 %
Final Exam	12.5 %

Course Grades:

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.

Counseling students will be required to maintain A/B grades in all graduate coursework.

PARTICIPATION

You are expected to participate in the online activities and discussions. You are free to work at your convenience if 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 Videos found in Blackboard. Your written should be that of graduate level and should reflect professional courtesy toward fellow students and instructor.

This is a web-delivered course 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. Participation will be evaluated in Blackboard online discussions. 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 in the Weekly Assignments tab of Bb. It is policy at Sul Ross State University that if a student enrolled in a web-delivered course fails to stay active (for a period of 3 weeks in a long semester or for 1 week during a summer session) or fails to submit assignments and/or does not reply to emails from the instructor then the student 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 regularly for the duration of the semester.***

ASSIGNMENT DESCRIPTIONS

Note: No late assignments will be accepted.

Worth 25% of your grade:

Video Discussion-Board Assignments:

The Video Discussion Boards are under COURSE CONTENT, in the folder entitled, Video Discussion Boards found in Blackboard for this class. It is designed to bring to life ethical issues and dilemmas and some accompanying issues that counselors face. Each video is followed with a vignette of group Discussion, with some additional commentary and some key points. You may view the videos/vignettes several times, if needed. When you post your reactions to the video discussion board, do not summarizing the situation, but put some reference about it in your discussion. These Video Discussion Board postings should be concise, but at least 2 paragraphs long. Please share your conceptualization of what you have learned about the process of making an ethical decision and how to deal effectively with the ethical dilemma in each video. Use this platform to demonstrate your acquired knowledge and insights. You will need to read all posts and respond to TWO classmates' posts each week, where indicated by the due date. This may include agreeing with the student's approach (& why), respectfully challenging their approach (& why), or offering a personal insight. Please do not make the mistake of thinking that posts must always agree. Such practices deny you and the class the rich, interactive, and critical thinking aspects required at the graduate level and especially where ethics are concerned. Your initial post is worth 15 points, max. Your responses to your 2 classmates are worth 5 points max each (25 points maximum possible per week). Grades will be based on your writing skill and your rationale.

Worth 25% of your grade:

Chapter Readings Discussion-Board Assignments:

You are to follow due dates on the calendar and read each week's chapter from your textbook, as well as read the 'Lectures,' and 'Chapter Notes' that go with those chapters (you can find these folders with this information under the Blackboard title, "COURSE INFORMATION.") Write about the most important information you obtained from this chapter, in 1 or 2 concise paragraphs.

You will need to read all posts and respond to ONE classmate's posts each week by the due date. This may include agreeing with you classmate's approach (& why), respectfully challenging their approach (& why), or offering a personal insight. Please do not make the mistake of thinking that you must agree with your classmate's posts. Such practices deny you and the class the rich, interactive, and critical thinking aspects required at the graduate level and especially where ethics are concerned. You must have both (your posting AND your response to a classmate's posting) by the deadline. Your initial post is worth 15 points, max. Your response to your classmate is worth 5 points max (20 points maximum possible per week). Grades will be based on your writing skill and your rationale.

Worth 25% of your grade:

Weekly Chapter Quizzes: You have 90 minutes in one sitting to complete these chapter quizzes over the chapter you read that week. You may take the quiz TWO (2) times by the deadline, if you'd like, and the best grade you make will be the grade recorded. Because of this, **DO NOT ASK WREN TO RESET A QUIZ OR EXAM FOR YOU!!!!** Please refer to the ethical approaches to online testing, as this is required of all of you.

You *MAY NOT collaborate* on the chapter tests, the Ethical Codes/Statutes Exam, or the Final Exam. Do not attempt to print, copy, take photos, or screen shot these quizzes or exams! To do so will violate stated rules regarding academic honesty and you'll be dropped from the course and/or program. Correct answers will not be provided until all students have taken each quiz.

Worth 12.5% of your grade:

Ethical Codes and Statutes Exam: Using the provided supplementary materials you will print and fill out this 'open book' exam. Make it easy on yourself – download this CODES/STATUTES EXAM by accessing the Lectures folder early in the semester (this folder can be found under **Course Information** on Blackboard in this class) and take your time in finding the answers to all the 40 questions as you go through the first ½ of the semester. The DEADLIINE for this exam is **Saturday, March 19, 11:55 pm** (central). Be sure to enter your answers on the online Exam (which you'll find under "COURSE CONTENT" on Blackboard, then "Chapter Quizzes and Exams," and then "Ethical Codes/Statutes Exam" by the due date of 3-19-22, 11:55 pm (Central). Worth 100 points.

Read the directions before you begin choosing your responses on Blackboard. *This is not a timed test, but you must complete it in one sitting. You will not be allowed to exit and re-enter.* You can make ONLY ONE (1) attempt on this Exam.

Worth 12.5% of your grade:

Final Exam: Due no later than Saturday, 4-30-22, 11:55 pm (central time).

You have two hours (120 minutes) to complete the test, so if you need the entire time available, the latest you can start it would be 9:55 pm Central Time on Saturday, 4-30-22. You may take this exam two times, with your highest score being recorded, but both exams must be completed by the 11:55 pm (central time) deadline on Saturday, 4-30-22.

Zoom Meetings: Wren will conduct three (3) Zoom meetings to discuss the course during this semester. These are voluntary meetings (not required) for students who would like to meet and discuss the course. These are scheduled on Sundays at 6:00 pm Central Time on February 6, March 13, and April 10. Please see Calendar for information and link for each.

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 Schwartz-Grisham, M.Ed., L.P.C., in the Counseling and Accessibility Services office, Ferguson Hall, Suite 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas. Office Telephone: 432-837-8320. E-mail: mschwartz@sulross.edu .

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, please 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 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.

Final note - complete the reading assignments and study the material **PRIOR** to each deadline noted in Bb. You may complete all assignments (first Blackboard postings for the videos and for the chapter readings), quizzes, and exams early. You may not be able to 'complete' the Discussion Boards for the videos or the readings until 1 or 2 other classmates have posted their posts so you can respond to them. Late assignments will not be accepted. All assignments must be submitted in Blackboard **no later than 11:55 pm, Central Standard Time** on the date indicated.