



Syllabus

ED 6346: Ethical and Legal Issues in Counseling—Clinical Mental Health Counselor Sul Ross State University Summer I 2022

Instructor:

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Office Location: Morelock Academic Building (MAB) Room 307; [Alpine Campus Locations – SUL ROSS](#)

Office Hours: Monday 1:30pm-4:30pm; Tuesday 10:30am-1:30pm; Wednesday 1pm-5pm (or by appointment)

CATALOG 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.

ED 6346 Ethical and Legal Issues in Counseling (3-0). 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. Prerequisite: ED 5314.

REQUIRED TEXTS:

- The 9th edition of Issues and Ethics in the Helping Professions by Corey, Corey, Corey and Callanan. Student edition ISBN-13: 978-1-305-38945-8.
- 2014 American Counseling Association (ACA) Code of Ethics [2014 Code of Ethics.indd \(counseling.org\)](#)

CACREP REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING

	CACREP Standard	Activity	SLOs
II.F.1.a	History and philosophy of the counseling profession and its specialty areas		

II.F.1.b	The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.		
II.F.1.c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams		

II.F.1.d	The role and process of the professional counselor advocating on behalf of the profession	Chapters 2,3,5 reading and discussion	1, 3
II.F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Chapter 13 reading and discussion	1, 2, 3
II.F.1.f	Professional counseling organizations, including membership benefits, activities, services to members, and current issues		
II.F.1.g	Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Chapter 1,8 reading and discussion	1, 2, 3
II.F.1.h	Current labor market information relevant to opportunities for practice within the counseling profession		
II.F.1.i	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Chapter 2,3,4,5,6,7,8 reading and discussion	1, 2
II.F.1.j	Technology's impact on the counseling profession		
II.F.1.k	Strategies for personal and professional self-evaluation and implications for practice	Personal Growth Experience	1, 2, 3,
II.F.1.l	Self-care strategies appropriate to the counselor role	Personal Growth Experience	1, 3

II.F.1.m	The role of counseling supervision in the profession	Chapter 9 reading and discussion	1, 2, 3
II.F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Chapter 2,3,4,7 reading and Discussion	2
II.F.6.g.	Ethical and culturally relevant strategies for designing and facilitating groups	Chapter 12 reading and discussion	1, 2,3,
II.F.7.m	Ethically and culturally relevant strategies for selecting and administering test results.	Chapter 4 reading and discussion	2, 3
CACREP Standards & Standards for Clinical Mental Health Counseling (CMHC) track		Activity	SLOs
V.2.i	Legislation and government policy relevant to clinical mental health.	Discussion Board; Tests; Final Exam; Codes & Statutes Exam	2, 3
V.2.k	Professional organizations, preparation standards, and credentials.	Discussion Board; Tests; Final Exam; Codes & Statutes Exam	1, 3
V.2.l	Legal and ethical considerations to clinical mental health counseling.	Discussion Board; Tests; Final Exam; Codes & Statutes Exam	2

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:

The student will be able to:

1. Demonstrate the ability to apply within guidance and counseling, knowledge of human development, diversity, and factors that affect client's ability to achieve his/her potential.
2. Demonstrate the ability to plan, implement, and evaluate a developmental counseling 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, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community, in order to facilitate client success and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth and development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANCE LEARNING 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 (Bb), 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.

TECHNOLOGY REQUIREMENTS:

Since the Counselor Education Program is a predominately web-delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against a wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective

plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

Americans with Disabilities Act (ADA)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request. Please contact the Office of Counseling and Accessibility Services, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

ATTENDANCE POLICY: *(for face-to-face classes)* You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically "excuse" the absence. In addition, SRSU policy states that "An absence is defined as nonattendance in fifty minutes of class" and that "instructors will drop a student from a course when the student has a total of nine absences." Missing an entire weekend format class will cause you to be dropped from the course.

PARTICIPATION POLICY: *(for online classes)* Since ED 6346 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email *DAILY* 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 an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final 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.

COURSE REQUIREMENTS:

Students 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. **Late assignments will NOT 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. Everything you write must be that of graduate level work and should reflect professional courtesy toward fellow students and instructor. Students are highly encouraged to proof all work before posting as writing errors will negatively affect grades.

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. Participation will be evaluated in Blackboard online discussions. In order for you to remain enrolled in ED 6346, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadlines posted. 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: Late assignments will NOT be accepted.*

Reading Assignments: Students are responsible for thoroughly reading textbook chapters, the 2014 *ACA Code of Ethics (on-line)*, and the Supplementary Materials found in Blackboard. Please complete the reading assignments and study the material **PRIOR** to the posted deadlines.

Ethics in Action - Videos and Discussion Board Exercises: Ethics in Action are self-study interactive programs that are designed to bring to life ethical issues and dilemmas and some accompanying issues that counselors often face. Each vignette is followed with group discussion, additional commentary, and some key points. You may view the vignettes several times if needed. Discussion Board postings should be concise, yet thorough. 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. Use this platform to demonstrate your acquired knowledge and insights. You will need to read all posts and respond as indicated. You will address the post(s) you choose by agreeing with the student's approach, respectfully challenging/disagreeing with his/her approach, and/or offering personal insight. Please do not make the mistake of thinking that you must agree with all the 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.

Tests and Exams: Ethically approaching online testing is required of each student. Individual integrity is an expectation in this venue. Note: your final exam will be comprised of three random questions from each Chapter Test as well as three questions from Chapters 12 and 13, so it is in your best interest to find the correct answer to any question(s) missed on your weekly Chapter Tests.

You MAY NOT collaborate on the chapter tests or final exam. Do not attempt to print, copy, take photos, or screenshot any of these. To do so will violate stated rules regarding academic honesty, and you will be dropped from the course and/or program. Correct answers will not be provided until all students have taken each quiz.

Codes and Statutes Exam: 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 Statutes exam by the due date in Blackboard. Please note: You must achieve an 85% or higher on this exam, or you will be asked to retake it until you achieve this grade.

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, students will choose to enter into individual counseling: the counseling program highly encourages individual or group counseling for students.

Many students have chosen to remain in therapy beyond the minimum 6-hour requirement after recognizing the need to work through personal issues so these do not interfere with the counseling process.

Other examples of personal growth experiences may include:

- Creating and following a self-care plan;
- Engaging in spiritual or religious activities;
- Starting or restarting a practice that aids in wellness and self-care; and/or
- Volunteer work.

What you do for your personal growth experience is your choice. The counseling program strongly encourages you to engage in counseling work with a professional counselor to help you understand the process; however, to observe the ACA ethical principle of “autonomy,” it is not required, and you are free to choose.

Students should document the Personal Growth Experience as per the following:

A 700-1000 word summary in APA format detailing the experience will be due towards the end of the semester (See course schedule and/or Blackboard for due date.);

- Describe the type(s) of experience(s) you participated in; and
- Briefly discuss the effect this experience has had on your development as a professional counselor. You are not required to disclose the content of the counseling sessions if you participate in counseling.
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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.

The growth experience must be a minimum of 6 clock hours in length.

Lectures and Discussion: Note: This course is delivered entirely online; therefore, all “lectures” will be available to students in Blackboard, and discussion will occur in Discussion Board forum(s) at the designated times in this syllabus.

Lectures will incorporate text, videos, and any 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: Please complete the reading assignments and study the material **PRIOR** to each deadline noted. You may complete all assignments, Discussion Boards, and chapter tests early. Late assignments will not be accepted. **All assignments must be submitted in Blackboard on the date indicated.** In order to complete the assignments, you will need to refer to the textbook, Codes of Ethics, the Supplementary Materials, applicable websites, etc.

EVALUATION/GRADING POLICY:

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 (11 total) 15%
 Chapter Tests (11 total) 40%
 Codes and Statutes Exam 20%
 Final Exam 10%
 Personal Growth Experience 15%

Course Grading Scale:

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

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing. Effective Fall 2019 and following, counseling students will be required to maintain A/B grades in all graduate coursework.

COURSE SCHEDULE/DUE DATES

All weekly assignments are due by 11:59pm CST on the last date of the week unless otherwise specified below or in Blackboard.

Week 1
June 1-7

Introduction

Read Syllabus.

Download and View Codes of Ethics.

Discussion Board – Read and respond to the “Online Participation Policy” forum.

Discussion Board - Introduce Self (Nice to Meet You!).

Ongoing Assignments

Codes and Statutes Exam due July 1.

Personal Growth Experience due July 1.

Module 1

Watch Video 1 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Read Chapter 1.

Take Chapter 1 Test.

Module 2

Watch Video 2 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Read Chapter 2.

Take Chapter 2 Test.

Week 2 **June 8-14**

Module 3

Watch Video 3 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Read Chapter 3.

Take Chapter 3 Test.

Module 4

Read Chapter 4.

Take Chapter 4 Test.

Watch Video 4 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Module 5

Read Chapter 5.

Take Chapter 5 Test.

Watch Video 5 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Week 3 **June 15-21**

Module 6

Read Chapter 6.

Take Chapter 6 Test.

Watch Video 6 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Module 7

Read Chapter 7.

Take Chapter 7 Test.

Watch Video 7 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Module 8

Read Chapter 8.

Take Chapter 8 Test.

Watch Video 8 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Week 4 **June 22-28**

Module 9

Read Chapter 9.

Take Chapter 9 Test.

Watch Video 9 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Module 10

Read Chapter 10.

Take Chapter 10 Test.

Watch Video 10 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

Module 11

Read Chapter 11.

Take Chapter 11 Test.

Watch Video 11 and Post on: Discussion Videos & Assignments.

Reply to one peer's posting.

REMINDER

Ongoing: Codes and Statutes Exam due July 1.

Ongoing: Personal Experience due July 1.

Week 5 June 29-July 5

Ongoing: Codes and Statutes Exam due July 1.

Ongoing: Personal Growth Experience due July 1.

Module 12

Read Chapter 12.

Watch Video 12.

Module 13

Read Chapter 13.

TAKE FINAL EXAM.

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5
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Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways
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Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling
References and Sources	The paper did not include content from peer reviewed	The paper included content from a few peer reviewed journal	The paper included content from peer reviewed journal	The paper effectively included content from peer reviewed	The paper very effectively included content from peer

	journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	articles and scholarly books/book chapters and only included material from credible web sites	journal articles and scholarly books/book chapters and only included material from credible web sites	reviewed journal articles or scholarly books/book chapters and only included material from credible web sites
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style