

**Syllabus**  
**SUL ROSS STATE UNIVERSITY**  
**EDSR 6333: ETHICAL, LEGAL & PROFESSIONAL ISSUES IN COUNSELING**  
**Summer I 2024**

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Cell Phone: 830-279-7577 for texts (preferred) and phone calls. Please give your name and the class you are in when you text or leave a message.

Office Hours: By appointment

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

You need the following materials:

- The Eleventh (11<sup>th</sup>) ed. of **Issues and Ethics in the Helping Profession** by Corey, Corey, Corey and Callanan. Student edition ISBN-978-0-357-62259-9.
- **Publication Manual of the American Psychological Association**, Seventh Edition—9781433832161
- **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, 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.

## CACREP STANDARDS:

(Council for Accreditation of Counseling & Related Educational Programs)

Standards for Clinical Mental Health Counseling (CMHC) track	
1. Roles and setting of clinical mental health counseling (CMHC:VC1a);	Counseling Interview
2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a);	Counseling Interview
3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. (CMHC:VC2c);	Counseling Interview
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);	Professional Affiliation
5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);	
6. Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:VC2m);	Counseling Interview
7. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC:VC2f);	
8. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	
9. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)	Counseling Interview

## 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.

## **DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. **This includes the prohibited use of ANY Artificial Intelligence Programs (such as chat.openai).** 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.

### **Instructor Expectations from Students:**

- Instructor will provide communication with the class through announcements and email notifications, virtual office hours, and zoom meetings as needed.
- Instructor will provide email responses within 24-48 hours of receipt during the hours of 9:00 AM CST - 4:00 PM CST, Monday-Friday, unless otherwise noted.
- Instructor will provide clear lectures, instructions, a grading matrix, and in some cases, examples for assignments.
- Instructor will provide grades to assignments within two weeks of the submission date.
- Instructor will provide feedback to journals and discussion board postings as needed, on a weekly basis.
- Instructor will provide a range of opportunities to engage in course content in a meaningful way.

### **Professor Expectations of Students:**

- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, Zoom meetings, etc.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7<sup>th</sup> edition of the APA manual for all written assignments and postings and will not plagiarize the work of another or use the work of their peers and claim it as their own.
- Students will complete and submit all coursework by 11:55 PM Central Time
- on the due date (usually on Fridays, except for the Codes/Statutes Exam and the Final Exam which will be due on Wednesday, July 3, 2024, 11:55 pm central time. **Late work will not be accepted.**
- Students will engage in the course with their peers and the instructor, with open communication and active participation.
- Students will be diligent to use both oral and written communication that respects peers and instructor.
- Students will respond to instructor communication requests regarding course progress and other general inquires within 36 hours.
- Students will be proactive, resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments.

***You are expected to check your Sul Ross email regularly for the duration of the semester and respond quickly to the Instructor's emails.***

**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, even your own previous work; turning in another person's work as one's own; copying from professional works or internet sites without citation, and **the use of ANY Artificial Intelligence Programs (such as chat.openai).**

**SAFE ASSIGN: *We should not be using this tool in this class this semester.***

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 an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of Safe Assignment'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 tells you what you have written is too like another source and you need to make corrections. You may need to change 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.

**SRSU DISABILITY SERVICES ADA (Americans with Disabilities Act):**

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. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Schwartz-Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

## REQUIREMENTS

Students will:

- participate in online discussions and activities.
- complete reading assignments and study the material **prior** to deadlines.
- complete all assignments.
- take thirteen (13) chapter quizzes.
- take codes/statutes test and final exam.
- practice professional conduct and ethics.
- practice respectful learning exchanges.
- agree to online participation policy including prompt response to email from instructor within 4 days of class start.

## PARTICIPATION

Students are expected to participate in online activities and discussions. You are free to work at your own pace on most assignments, 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 edit all work before posting, as writing errors will affect grades negatively.

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 EDSR 6333, 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 **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.***

### **DISCUSSION BOARD postings: (20%)**

**Acknowledgement and Agreement to Syllabus** – due **Friday, May 31, 2024, 11:55 pm central time.** Be sure to follow directions and write your full name at the bottom. Points will be taken off your future Discussion Boards if you do not submit this by Monday, June 3, 2024, 5:00 pm, and **you could be dropped from the class!**

**Introduction of Yourself** – due **Friday, May 31, 2024, 11:55 pm central time.** Be sure to follow the directions and answer the questions given. Please feel free to mention anything else you'd like to share with the class. Posting a photo of **yourself** will get you an extra credit point.

**Watch video vignettes and write 3-4 paragraphs on Discussion Board (various due dates)**

Ethics in Action video vignettes 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. **PASSWORD TO EACH VIDEO IS: ED6346** You may view the vignettes several times, if needed.

When you post your reactions to the Discussion Board, do not summarize the vignettes (I will take off points if you do), as your classmates and I will have already viewed them. Discussion Board postings should be concise, yet thorough. Write 3-4 paragraphs about your conceptualization of what you have learned about the process of making an ethical decision and how to deal effectively with ethical dilemma in the vignette. Use this platform to demonstrate your acquired knowledge and insights. **You MUST cite your work and include a Reference List at the bottom.** Points will be taken off if you do not do those.

You will need to read all posts and respond to ONE classmate's posts. You will address the posts of one classmate in 2-3 paragraphs by either agreeing with the student's approach, respectfully challenging/disagreeing with their approach, and/or offering personal insight. These responses need to have substance in counseling and ethics! 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.

**Writing Style.** APA writing format is required on original Discussion Board posts. **You MUST cite all materials you have used in your writings and include a Reference List at the bottom (in correct APA style).** Make sure to edit for spelling, punctuation, and grammar errors, as points will be taken off if there are more than just a couple. **Papers with multiple errors will receive a reduction in grade.**

**CHAPTER Quizzes-13 total (30%), CODE/STATUTES EXAM (25%) AND FINAL EXAM (25%)**

Ethical approaches to online testing are 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 Quiz, so, it would behoove you to find the correct answer to any questions missed on your weekly Chapter Quiz. These can be seen after the due date of each quiz.

**You MAY NOT collaborate on the chapter tests or final exam. Do not attempt to print, copy, take photos, or screen shot of these quizzes.** 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 Test** 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, **Wednesday, July 3, 2024, 11:55 pm central time** on Blackboard.

**Final Exam** Be sure to enter answers and submit your Final Exam by the due date, **Wednesday, July 3, 2024, 11:55 pm central time** on Blackboard.

## 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 (2 initial, 6 video, 1 reaction to in-person webinar)	20 %
Chapter Quizzes (13 total)	30 %
Ethical Codes/Statutes Test	25 %
Final Exam	25 %

### 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.

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

Effective Fall 2019 counseling students will be required to maintain A/B grades in all graduate coursework.

### 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 on Blackboard Discussion Boards at the designated due dates.**

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, quizzes, and tests early. **Late assignments will not be accepted.** All assignments must be submitted in Blackboard no later than 11:55 pm, Central Time (10:55 pm El Paso Time) on the date indicated in the Weekly Assignments tab. To complete the assignments, you will need to refer to the textbook, Codes of Ethics booklet, and the downloaded Supplementary Materials (accessed via Blackboard, in the Content area, scroll down to the Course Documents tab).