

Syllabus

SUL ROSS STATE UNIVERSITY

EDUA 6333: ETHICAL, LEGAL & PROFESSIONAL ISSUES IN COUNSELING

Summer I 2026

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Office Hours: Tuesday and Thursdays 11-4 and 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 (11th) 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.

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 development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

TExES Domains

Domain I-Knowledge of Learners

Domain II-The Comprehensive School Counseling Program

Domain III-The Professional School Counselor

Domain IV-Analysis and Response

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 and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002, Developing a Safe and Supportive School Environment for All Students' Competence: Understand the role of school counseling to develop school environments that promote a safe and supportive school learning environment, prioritizing respect and safety for all students

Competency 003, Guidance: Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

Competency 006, Systems Support: Understand procedures, processes, and strategies for providing systems support.

Competency 007, Program Management: Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

Competency 008, Communication, Consultation, and Collaboration: Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

Competency 009, Professional Practice: Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

Competency 010, Analysis and Response: In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers.

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

DISTANT LEARNING 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, 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.

You are expected to check your Sul Ross email regularly for the duration of the semester and respond within a reasonable time frame (24 hours) 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 **using AI Programs, such as chatgpt without notifying the instructor.**

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:

With the departure of Ronnie Harris and since we have not yet been notified of who will assume the responsibility for coordinating these services, I recommend replacing the section of your syllabus related to SRSU Disability Services with the following language. This revision omits a specific contact person. This will keep us in compliance until a contact person has been identified. It also includes a link to the website.

ADA (Americans with Disabilities Act)

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. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure that students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator 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.

<https://www.sulross.edu/counseling-and-accessibility-services/>

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 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 EDUA and EDSR 6333, you must reply to the Blackboard Discussion Board "**Online Participation Policy**" forum by the deadline posted. 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."

ASSIGNMENT DESCRIPTIONS *Note: Late assignments will NOT be accepted.*

DISCUSSION BOARD postings: (20%)

Acknowledgement and Agreement to Syllabus – due **Thursday, May 28, 2026, 11:59 pm central time.**

Introduction of Yourself – due **Saturday, May 30, 2026, 11:59 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. Photos are also always welcome.

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.

You will need to read all posts and respond to TWO fellow classmate's post. You will address the post of one fellow classmate in 1-2 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 (using 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.**

Personal Growth Experience (25%)

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 6 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 6 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.

Students should document the Personal Growth Experience. A writing assignment summarizing the experience is due, June 28, 2025, 11:59 pm central time.

The student is required to:

1. Describe the type(s) of experience(s);
2. 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 and will remain confidential.

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.

CHAPTER QUIZZES-13 total (25%)**FINAL EXAM (30%)**

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's. These can be seen after the due date and all students have taken each quiz.

You MAY NOT collaborate on the chapter tests or final exam. Do not attempt to print, copy, take photos, or screen shots 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.

Final Exam Be sure to enter answers and submit your Final Exam by the due date, **Wednesday, July 1, 2026, 11:59 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 and 6 videos)	20%
Personal Growth Experience	25%
Chapter Quizzes (13 total)	25%
Final Exam	30%

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.

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. 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 11:59 pm, Central Time (10:59 pm El Paso Time) on the due date. 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).

Due Date Calendar

SUL ROSS STATE UNIVERSITY EDUA 6333:
ETHICAL, LEGAL & PROFESSIONAL ISSUES
IN COUNSELING
 Summer I 2026

Calendar of Assignments and Due Dates

(all due times are at 11:59 pm central time on the date they are due)

Late Assignments will not be accepted for grading-You will receive a 0, no exceptions!

Assignment:	Date Due:	Time Due:	Date Completed:
Discussion Board 1-Online Participation Policy-Response Required	5-28-26	11:59 pm central	
Discussion Board 2- Introduce Yourself	5-30-26	11:59 pm central	
Discussion Board 3– Video 1	6-7-26	11:59 pm central	
Discussion Board 4- Video 2	6-7-26	11:59 pm central	
Quiz 1	6-7-26	11:59 pm central	
Quiz 2	6-7-26	11:59 pm central	
Quiz 3	6-7-26	11:59 pm central	
Quiz 4	6-7-26	11:59 pm central	

Discussion Board 5- Video 3	6-14-26	11:59 pm central	
Discussion Board 6– Video 4	6-14-26	11:59 pm central	
Quiz 5	6-14-26	11:59 pm central	
Quiz 6	6-14-26	11:59 pm central	
Quiz 7	6-14-26	11:59 pm central	
Discussion Board 7- Video 5	6-21-26	11:59 pm central	
Discussion Board 8- Video 6	6-21-26	11:59 pm central	
Quiz 8	6-21-26	11:59 pm central	
Quiz 9	6-21-26	11:59 pm central	
Quiz 10	6-21-26	11:59 pm central	
Quiz 11	6-28-26	11:59 pm central	
Quiz 12	6-28-26	11:59 pm central	
Quiz 13	6-28-26	11:59 pm central	
Personal Growth Experience	6-29-26	11:59 pm central	
Required TEA Ethics Training for School Counselors	6-30-26	11:59 pm central	
FINAL EXAM	7-1-26	11:59 pm central	