



**EDCG5315_600_201810 Ethics and Legal Issues in Counseling
(Subject to revision)**

Online format

**College of Education and Human Performance
Department of Educational Leadership and Counseling**

Instructor:

Course: Online Format (3 credit hours)

Office:

Location: Blackboard

<https://blackboard.tamuk.edu/>

Email:

Phone:

(The office phone is available during my office hours.)

Office hours: By appointment

I am also available to meet online through “Blackboard Collaborate” by appointments. Feel free to send me an email, if you prefer to meet via “Blackboard Collaborate” beyond my office hours.

Hi, everyone! I am here to support your success in the graduate program. You will enjoy the fun learning experience of comprehending advanced graduate-level review of ethics and legal issues in counseling. You are welcome to send me an email whenever you have questions or need help. The instructor is available to you by e-mail, “Blackboard Online Collaborate”, and phone to answer any questions you may have about the course content and requirements. You can expect a response to your **TAMUK e-mail** from Monday through Friday, usually within 48 hours. I may not reply emails on Saturdays and Sundays.

This course is offered through online format. If you have a question or need assistance with the course content or blackboard post, welcome to contact iTech Support or visit the “help desk” located in the Jernigan Library.

- iTech Support Services can be reached via **361-593-HELP (4357)** 24 hours a day and 7 days a week. You can also email iTech Support Services via itechhd@tamuk.edu.
- Blackboard Help website: <https://en-us.help.blackboard.com/>

Rigor Statement: This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

Required Textbooks:

- 1) Corey, G., Corey, M., & Callanan, P. (2014). *Issues and ethics in the helping professions*. (9th ed.). Stamford, CT: Cengage Learning. (ISBN: 9781305389458 or 9781305388284).
- 2) American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- 3) American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Free for downloading at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Recommended Textbook:

- 4) Kost, C. P. (2015). *Student quick reference success guide to writing in the APA 6th edition style*. Raleigh, NC: Lulu Press. (ISBN: 9781329132061)

Course Requirements:

- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>) Students are to treat faculty and students with respect.
- By taking this online class, you are letting me know that you understand this is an online format. You are responsible for your access to (a) a reliable computer, (b) Internet service, and (c) Microsoft Word software for five weeks. You will need to submit your mid-term and final papers in Microsoft Word format to the blackboard. Please understand that it is the student's responsibility to turn in late submissions, if there is any.

Additional Accommodation:

- If you are a students with disabilities and requiring some accommodations, please contact the Disability Resource Center (DRC) and then submit your accommodation request to the instructor within the first two weeks of the course.

Course Description:

This course is intended to provide an advanced graduate-level review of ethics and legal issues in counseling and related professions. This course is also intended to add to your current understanding and application of your particular code of ethics within your profession so as to address those areas not fully answered by your governing ethics rules. Note: The format is online.

Course Content:

This 5000-level course:

1. Provides content knowledge beyond the undergraduate level
2. Makes maximum use of modern technology and other available resources,
3. Emphasizes the analysis and synthesis of information and expands the student's knowledge base and prepares the student for the job market at a more advanced level than those with baccalaureate degree.
4. Provides knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
5. Prepares the student for pursuing more advanced degrees.

Student Learning Objectives: (based on CACREP 2. F. 1. a-m):

These include, but are not limited to, the following:

1. Students will be exposed to more in-depth consideration of selected issues and topics in professional ethics.
2. Students will be familiarized with the typical and atypical situations that will inevitably arise during their professional practice.

3. Students will learn how to apply ethical concepts and considerations within the context of one's own profession.
4. Students will demonstrate an applied knowledge of moral principles and virtue ethics as related to the practice of professional counseling including a demonstrated ability to identify legal and ethical issues encountered in the professional counselor's workplace.
5. Students will demonstrate comprehensive knowledge of the *2014 ACA Code of Ethics*.
6. Students will demonstrate clear understanding of the professional counselor's relationship to the law.
7. Students will articulate and defend an ethical decision-making process which demonstrates a basic knowledge of how to proceed in the event of ethical or legal concerns in the professional counseling environment.
8. Students will develop and refine their own multicultural awareness in light of ethical principles.

Technical Requirements

For you to successfully navigate and be successful in this graduate course, here are some tips to help your success:

- Be familiar with the internet for browsing and emailing.
- Know how to use search engines. The following video clip provides an example of using google scholar search engine: www.youtube.com/watch?v=5h9E6B9Emgk (1:49 mins)
- Know how to do basic word processing, including cutting, pasting, and spell-check. The following video clip provides an example of basic word processing: <https://www.youtube.com/watch?v=6iuERoIhEzU> (6:36 minutes)
- Have good reading comprehension and written communication skills. The following video clip provides strategies to master reading comprehension skills: https://www.youtube.com/watch?v=w_N2-366hL4 (3:18 minutes)
- Ask for help when you need it. (contact iTech Support, help desk at library, or instructor)
- Organize your time well. The following video clip provides an example, "How to get organized for college": (5:53 minutes) <https://www.youtube.com/watch?v=g1ibzxwhyCM>

Resources for Academic Success:

- **University Writing Center (UWC)**
You are recommended to make appointments with UWC to enhance the APA writing style for your mid-term and final papers via 361-593-2744 or tamukuwc@gmail.com. The UWC is open Monday, Tuesday, Wednesday, and Thursday 9 a.m.-8 p.m., Friday 9 a.m.-12 p.m., and Sunday 3p.m.-8p.m.

UNIVERSITY POLICIES:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive. If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection).

Academic Honesty

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

Academic Misconduct:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with you Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

1. **Cheating:** Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. **Aid of academic dishonesty:** Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. **Fabrication:** Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. **Plagiarism:** Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. **Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. **Threat:** An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be required to submit to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.

4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic Misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,
2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment and Discrimination:

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, a supervisory employee, the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Six-Drop Policy:

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html. Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook (http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at <http://www.tamuk.edu/cte/docs/sample-tamuk-syllabus.pdf>

CACREP Standard:

| <p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:</p> | <p>SLO</p> | <p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p> | <p>SLO Assessment Point <i>By Rubric or Test Score</i></p> |
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| <p>2.F.1.a. History and philosophy of the counseling profession and the origins of the counseling specialty areas;</p> | <p>S</p> | <p>Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography</p> | <p>Discussion Board Reactions and Responses</p> |
| <p>2.F.1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.</p> | <p>S</p> | <p>Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography</p> | <p>Discussion Board Reactions and Responses</p> |
| <p>2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.</p> | <p>S</p> | <p>Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography</p> | <p>Discussion Board Reactions and Responses</p> |
| <p>2.F.1.i. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p> | <p>S</p> | <p>Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated</p> | <p>Discussion Board Reactions and Responses Research-based Ethics Paper</p> |

| | | bibliography | |
|---|---|--|---|
| 2.F.1.j. Technology's impact on the counseling profession. | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses |
| 2.F.1.l. Self-care strategies appropriate to the counselor role. | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses Annotated Bibliography |
| 2.F.1.m. the role of counseling supervision in the profession | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses |
| 2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others. | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses Annotated Bibliography |
| 2.F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses |
| 2.F.5.e. the impact of technology on the counseling process | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses |
| 2.F.7.d. Procedures for identifying trauma and abuse and for and reporting abuse. | S | Assigned readings, blackboard materials, videos, Blackboard | Discussion Board Reactions and Responses |

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| | | scenario reactions/group discussions. Research based paper. Annotated bibliography | |
| 5.C.2.1. Legal and ethical considerations specific to clinical mental health counseling. | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses Research-based Ethics Paper |
| 5.C.2.m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses |
| 5.C.3.c. Strategies for interfacing with the legal system regarding court referred clients. | S | Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions. Research based paper. Annotated bibliography | Discussion Board Reactions and Responses Research-based Ethics Paper |

| Course Objectives | Activities/Assignments | Measurement | 2016 CACREP Standards |
|---|---|--|---|
| 1. Understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | <ul style="list-style-type: none"> Chapter 1: Introduction to Professional Ethics & Video #1 Assigned readings, blackboard materials, videos, Blackboard scenario reactions/group discussions Research based paper (Apply knowledge of ethical and legal considerations) Annotated bibliography (Question 1) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Blackboard case conceptualization Rubrics provided on page 9 and 10 of syllabi | II.F.1.a. II.F.1.i. II.F.1.g. II.F.1.f. II.F.4.j. II.F.7.m. II.F.8.j. |
| 2. Understand and introduce professional roles, functions, and relationships with other human service providers | <ul style="list-style-type: none"> Chapter 2: The counselor as a Person and as a professional Chapter 3: Values and the Helping relationship Video #2 Research based paper (Apply knowledge based on case study provided) Annotated bibliography (Response to Question 2) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Rubrics provided on page 9 and 10 of syllabi | II.F.1.f. II.F.1.g. II.F.5.i. II.F.7.m. II.F.8.j. |

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| 3. Understand ethical and legal considerations including multicultural perspectives and diversity issues. | <ul style="list-style-type: none"> Chapter 4: Multicultural Perspectives and Diversity issues Video #3 Research based paper (Application of knowledge to include taking multicultural considerations) Annotated bibliography (Response to Question 3) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Rubrics provided on page 9 and 10 of syllabi | <ul style="list-style-type: none"> II.F.2.a. II.F.2.b. II.F.2.c. II.F.3.i. II.F.7.m. II.F.8.j. |
| 4. Demonstrate the ability to apply and adhere to ethical and legal standards and issues | <ul style="list-style-type: none"> Chapter 5: Client Rights and Counselor Responsibilities Chapter 6: Confidentiality: Ethical and legal issues Video #4 Chapter 10: Issues in Theory and Practice Videos #8 & #9 Research based paper (Written response to case study) Annotated bibliography (Response to all three questions) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Blackboard case conceptualization Rubrics provided on page 9 and 10 of syllabi | <ul style="list-style-type: none"> II.F.3.i. II.F.5.b. II.F.7.m. II.F.8.j. |
| 5. Understand the ethical and legal considerations specifically related to technological competence and use of technology in counseling. | <ul style="list-style-type: none"> Chapter 7: Managing Boundaries and Multiple Relationships Video #5 Research based paper (Written response to case study) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Blackboard case conceptualization Rubrics provided on page 9 and 10 of syllabi | <ul style="list-style-type: none"> II.F.5.d. II.F.1.g. II.F.1.i. II.F.1.j. II.F.5.c. II.F.5.d. II.F.5.e. |
| 6. Demonstrate the ability to apply and adhere to ethical and legal standards regarding supervision | <ul style="list-style-type: none"> Chapter 9: Ethical Issues in Supervision Video #7 Research based paper (Written response to case study) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Blackboard case conceptualization Rubrics provided on page 9 and 10 of syllabi | <ul style="list-style-type: none"> II.F.5.b. II.F.5.j. II.F.5.l. II.F.5.m. |
| 7. Understand ethical and legal considerations specifically related to couples and family therapy | <ul style="list-style-type: none"> Chapter 11: ethical Issues in Couples and Family Therapy Videos #10 #11 Research based paper (Written response to dependent on case study) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Blackboard case conceptualization Rubrics provided on page 9 and 10 of syllabi | <ul style="list-style-type: none"> II.F.5.i. |

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| 8. Understand ethical and legal considerations in group work. | <ul style="list-style-type: none"> Chapter 12: Ethical issues in Group Work & Video #12 | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Blackboard case conceptualization Rubrics provided on page 9 and 10 of syllabi | II.F.6.g. |
| 9. Understand ethical and legal considerations of the community and social justice perspectives. | <ul style="list-style-type: none"> Chapter 13: Community and Social Justice Perspectives Research based paper (Written response to case study) Annotated bibliography (Response to questions) | <ul style="list-style-type: none"> Blackboard scenario reactions Blackboard group discussions Blackboard case conceptualization Rubrics provided on page 9 and 10 of syllabi | II.F.1.e. II.F.2.b. II.F.5.k. II.F.7.m. II.F.8.j. |

COURSE POLICIES:

Attendance Policy: This is an online class. Attendance is calculated through participation in assignments.

Late Assignment Policy:

- All submissions are due on the date specified. Extra time may be “purchased” at the rate of 10% off the perfect score per week after the assignment is due and bought at an additional 10% weekly up to three weeks. If the submission is late more than three weeks, the score will be zero. **All late submission must be turned in “complete” to the blackboard by 11:59 P.M. on December 6th, 2017 in order to pass this course.**
- In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a copy of the Request for Extension explaining the extenuating circumstance. Examples of acceptable requests include: A doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a crisis.

Assignments and Submissions: All assignments must be submitted to the blackboard “complete”. Your initial post of reaction (five sentences) is due by midnight (11:59 PM) on each Sunday following each of the weeks we post. **See page 9 of the syllabus for the due dates.** Your response to a peer's reaction (three sentences) is due by midnight (11:59 PM) on Tuesday, two days after your initial reaction is due.

The mid-term paper (due on 03/11/2018) and final paper (due on 05/05/2018) have to be submitted in Microsoft Word format. Grades for the course will be based upon the following:

- Syllabus Exam counts 10 points, 10% of the grade.**
- Online Discussion Board counts 40 points, 40% of the grade.**
For four weeks, students will respond to a specific topic which I will post on Blackboard. The purpose of the Discussion Board (DB) is to reinforce and demonstrate your knowledge and comprehension of advanced graduate-level review of ethics and legal issues in counseling. Each student will provide a) a reaction to the topic and b) a response to other student's reaction. The initial reaction will be at least five sentences, and the response will be at least three sentences per post. **Please refer to page 9 of the syllabus for due dates.** All postings will be expected to have complete sentences and follow grammar, style, and format guidelines. Let us demonstrate the graduate student quality work!

3. **Mid-Term Annotated Bibliography counts 20 points, 20% of the grade.**

The due date of submitting this 6-7 pages (double spaced) Annotated Bibliography paper to the blackboard is March 11, 2018. Please follow the “Annotated Bibliography” instructions and examples found in your BlackBoard menu to the left of your screen. It would take 12 to 15 hours to write a 6-7 pages mid-term research paper. Starting working on your annotated bibliography as soon as possible would be a wise choice.

4. **Research-based Paper counts 30 points, 30% of the grade.**

- A..... You will write a research paper on a specific topic related to Professional Counseling Ethics and properly cite at least five scholarly references such as journal articles or your textbooks. (This will count 5 points of your paper.)

Students will incorporate material learned throughout the course to an ethical case study. The case study will be distributed on 02/23/18 via email. Each student will be provided a different case study. Students should determine a course of action to be taken in response to the ethical dilemma and incorporate the following:

- Ethical principles underlying the dilemma
- Value systems of the client and counselor (the student)
- A decision-making model (students should justify their reasoning for choosing this model)
- Citation of appropriate professional standards and guidelines
- Consideration of the cultural context of the client and counselor
- Other action steps or considerations as discussed throughout the course
- Citation of at least five references (journal articles) and bibliography

B. You will write a 6-8 double-spaced pages paper (10 points) and demonstrate your critical thinking ability on the ethical issue (5 points).

This does NOT include your cover page and references.

C. This will be strictly APA 6th edition format, including (a) running head, (b) page number, (c) title page, (d) references page, (e) Times New Roman font “12”, (f) free from mechanical, structural, grammatical, and spelling errors. (This will count 5 points of your paper.) Please review the links on your blackboard:

- APA 6th Edition Guidelines.doc
- APA 6th Format Template.docx

D. In the last paragraph of your paper, address “My Feedback to the Instructor” (This will count 5 points of your paper.) Please deliberate your feedback to your course instructor.

Rubrics of the Mid-term Annotated Bibliography and Final Research-Based paper:

| Good: A | Fair: B | Poor: C | Failing |
|---|---|--|--|
| The student follows the writing guidelines set forth in the syllabus and supplemental | The student mostly follows the writing guidelines set forth in the syllabus and supplemental | The student partially follows the writing guidelines set forth in the syllabus and supplemental instructions but has a | The student does not follow the writing guidelines set forth in the syllabus, does not |

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| instructions and has few errors. The submission is on time. | instructions and has few errors OR the submission is late. See late assignment policy. | significant number of errors OR the submission is late. See late assignment policy. | address the required headings , or fails to complete this assignment. |
|---|--|--|--|

Grading

A = 90 – 100 points, B = 80 – 89 points, C = 70 – 79 points, F = 69 points and below

Miscellaneous

Incompletes must be completed in the semester following the one in which they are received. In accordance with the University policy, if this is not done, the grade reverts to Failure. Incompletes in this class are discouraged. Assignments may be difficult to “make-up.”

ANNOTATED BIBLIOGRAPHY FORMAT
EDCG 5315

Bibliography (5 points)

Smith, L. C., & Okech, J. A. (2016). Ethical issues raised by CACREP accreditation of programs within institutions that disaffirm or disallow diverse sexual orientations. *Journal of Counseling & Development, 94*(3), 252-264

Summary of the article/source (5 points)

This article addressed *****

Critique the three quotations of your reference. (5 points) (Please cite each quotation and critique each quotation. Further, explain why each quotation stands out to you in the consideration of ethical issues.)

1. “How does the profession respond to individual counselors who refuse to work with LGB clients on religious grounds?”

The above quotation stood out to me because based on the ACA Code of Ethics A.4.b. Personal Values, “Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors”, it is unethical that counselors reject clients based on personal religious belief. Additionally,

2. “The ACA Code of Ethics (ACA, 2014) is clear that counselor educators and counselors-in-training are held to the same standards as practitioners”

This quotation stood out to me because I am required to be familiar with and follow the ACA Code of Ethics as the licensed professional even though I am still a student practitioner. I realized that

3. “Demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse culture and types of abilities that students bring to the training experience.”

This quotation stood out to me because

How is this article applicable to the Counseling Profession? (5 points) (Summarize your thoughts on the strengths and/or weaknesses of the article as it relates to Ethical considerations within the Counseling Profession.)

I can apply this article to my counseling profession

RESEARCH PAPER FORMAT
EDCG 5315

Bibliography (5 points)

Smith, L. C., & Okech, J. A. (2016). Ethical issues raised by CACREP accreditation of programs within institutions that disaffirm or disallow diverse sexual orientations. *Journal of Counseling & Development, 94*(3), 252-264

Summary of the article/source (5 points)

This article addressed *****

Critique of at least three quotations of your reference. (5 points) (Please cite each quotation and critique each quotation. Further, explain why each quotation stands out to you in the consideration of ethical issues.)

1. “How does the profession respond to individual counselors who refuse to work with LGB clients on religious grounds?”

The above quotation stood out to me because based on the ACA Code of Ethics A.4.b. Personal Values, “Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors”, it is unethical that counselors reject clients based on personal religious belief. Additionally,

2. “The ACA Code of Ethics (ACA, 2014) is clear that counselor educators and counselors-in-training are held to the same standards as practitioners”

This quotation stood out to me because I am required to be familiar with and follow the ACA Code of Ethics as the licensed professional even though I am still a student practitioner. I realized that

3. “Demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse culture and types of abilities that students bring to the training experience.”

This quotation stood out to me because

How is this article applicable to the Counseling Profession? (5 points) (Summarize your thoughts on the strengths and/or weaknesses of the article as it relates to Ethical considerations within the Counseling Profession.)

I can apply this article to my counseling profession

Course Schedule: (Subject to revision)

This course is taught through online format. Any changes will be announced through “My Course Messages” on the blackboard. You are expected/required to check “My Course Messages” and your TAMUK email on a weekly basis to aid your success in this course.

| Week | Topics and Assigned readings (Posted by Monday) | Assignment Due Dates | DB - Discussion Board <i>All DB initial posts and papers are due on Sunday by 11:59 pm. All DB responses are due on Tuesday.</i> |
|------------------------|--|---|--|
| #1: 1/16-1/21 | Introduction to course & review syllabus | 01/16/2018 | Syllabus Quiz (10 points) |
| #2: 1/22-1/28 | Chapter 1: Introduction to Professional Ethics & Video #1 | 01/28/2018 | DB 1: Introduce yourself (3 points) Attach your photo (extra 5 points) |
| | | 01/30/2018 | DB 1 Response to a peer (1 point) |
| #3: 1/29-2/04 | Chapter 2: The Counselor as a Person and as a Professional Chapter 3: Values and the Helping Relationship & Video #2 | 02/04/2018 | DB 2 reaction (3 points) |
| | | 02/06/2018 | DB 2 Response to a peer (1 point) |
| #4: 2/05-2/11 | Chapter 4: Multicultural Perspectives and Diversity issues & Video #3 | 02/11/2018 | DB 3 reaction (3 points) |
| | | 02/13/2018 | DB 3 Response to a peer (1 point) |
| #5: 2/12-2/18 | Chapter 5: Client Rights and Counselor Responsibilities Chapter 6: Confidentiality: Ethical and legal issues & Video #4 | 02/18/2018 | DB 4 reaction (3 points) |
| | | 02/20/2018 | DB 4 Response to a peer (1 point) |
| #6: 2/19-2/25 | Chapter 7: Managing Boundaries and Multiple Relationships & Video #5 | 02/25/2018 | DB 5 reaction (3 points) |
| | | 02/27/2018 | DB 5 Response to a peer (1 point) |
| #7: 2/26-3/04 | Chapter 8: Professional Competence and Training & Videos #6 | 03/04/2018 | DB 6 reaction (3 points) |
| | | 03/06/2018 | DB 6 Response to a peer (1 point) |
| #8: 3/05-3/11 | Mid-Term Paper: Annotated Bibliography | 03/11/2018 | The perfect score is 20 points. |
| #9 03/12 to 3/18 | Spring Break | | |
| #10: 3/19-3/25 | Chapter 9: Ethical Issues in Supervision & Video #7 | 03/25/2018 | DB 7 reaction (3 points) |
| | | 03/27/2018 | DB 7 Response to a peer (1 point) |
| #11: 3/26-4/01 | Chapter 10: Issues in Theory and Practice & Videos #8 & #9 | 04/08/2018 | DB 8 reaction (3 points) |
| | | 04/10/2018 | DB 8 Response to a peer (1 point) |
| 04/02/2018 | Last day to drop a course or withdraw from the university. Course dropped will receive a | | |
| #12: 4/02-4/08 | Chapter 11: ethical Issues in Couples and Family Therapy & Videos #10 & #11 | 04/15/2018 | DB 9 reaction (3 points) |
| | | 04/17/2018 | DB 9 Response to a peer (1 point) |
| #13: 4/09-4/15 | Chapter 12: Ethical issues in Group Work & Video #12 | 04/22/2018 | DB 10 reaction (3 points) |
| | | 04/44/2018 | DB 10 Response to a peer (1 point) |
| #14: 4/16-4/22 | Chapter 13: Community and Social Justice Perspectives | Use the time wisely to prepare the Final paper and submit all late assignments. | |
| #15: 4/23-4/29 | Final Paper | 05/05/2018 | The perfect score is 30 points. |
| #16: First week of May | The student needs to submit all late assignments, including DB posts, by 05/06/2018 in order to pass this course. | | |

I am here to help you succeed in academic excellence and professional counseling career. Feel free to contact me via Lorena-Rosenbaum@tamuk.edu if you have any questions. I hope that you all enjoy a successful and productive semester!

Lorena A. Rosenbaum, Ph.D., LPC,

DB Reaction Rubric

Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.

- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

DB Response Rubric

Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (6 Points)

No credit will be awarded if some or all of the following conditions apply:

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.