Instructor:  
Office:  
Email:  
Office Phone:  
Cell Phone:  
Class Location:  
Office Hours: *  
Meeting dates:  

COURSE DESCRIPTION: Legal, ethical and professional issues pertaining to the practice of school and mental health counseling.

Instructor’s Statement: This course will involve the study of current information and decision-making skills related to legal, ethical and professional issues in counseling. In teaching this course, the instructor two primary objectives: (a) to help you develop an understanding and awareness of the specific knowledge and skills related to ethical issues in counseling, (b) to develop decision-making skills related to ethical situations in counseling. The format of the class requires your active participation in all aspects of the class including lecture, readings, discussions, and activities.

TEXTBOOK


Required for MENTAL HEALTH students:


Required for SCHOOL COUNSELING students:


METHODS OF INSTRUCTIONS

Lecture, online discussions, online activities

PROGRAM OUTCOMES

1. PROFESSIONAL IDENTITY – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.

2. SOCIAL AND CULTURAL DIVERSITY – Students will apply core theory and research regarding the cultural context of
relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.

3. HUMAN GROWTH AND DEVELOPMENT – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.

4. CAREER DEVELOPMENT – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.

5. HELPING RELATIONSHIPS – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.

6. GROUP WORK – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.

7. ASSESSMENT – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.

8. RESEARCH AND PROGRAM EVALUATION – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

9. COMMUNICATION SKILLS – Students will communicate clearly and effectively, both orally and in writing.

<table>
<thead>
<tr>
<th>#</th>
<th>Core Curricular Category</th>
<th>Standard</th>
<th>Learning Activities &amp; Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-G-1-a</td>
<td>Professional Orientation and Ethical Practice</td>
<td>history and philosophy of the counseling profession;</td>
<td>Exam questions</td>
</tr>
<tr>
<td>II-G-1-b</td>
<td>Professional Orientation and Ethical Practice</td>
<td>professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications</td>
<td>Lecture &amp; course readings; Discussion board questions; Exam</td>
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<tr>
<td>II-G-1-d</td>
<td>Professional Orientation and Ethical Practice</td>
<td>Self-care strategies appropriate to the counselor role;</td>
<td>Lecture &amp; course readings; Discussion board questions;</td>
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<tr>
<td>II-G-1-f</td>
<td>Professional Orientation and Ethical Practice</td>
<td>professional organizations, including membership benefits, activities, services to members, and current issues;</td>
<td>Lecture &amp; course readings; Discussion board questions; Exam; Joining professional organizations</td>
</tr>
<tr>
<td>II-G-1-g</td>
<td>Professional Orientation and Ethical Practice</td>
<td>professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;</td>
<td>Lecture &amp; course readings; Discussion board questions; Internet activities; Exam</td>
</tr>
<tr>
<td>II-G-1-h</td>
<td>Professional Orientation and Ethical Practice</td>
<td>the role and process of the professional counselor advocating on behalf of the profession;</td>
<td>Lecture &amp; course readings; Internet activities; Exam</td>
</tr>
<tr>
<td>II-G-1-i</td>
<td>Professional Orientation and Ethical Practice</td>
<td>advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and</td>
<td>Internet activities</td>
</tr>
<tr>
<td>II-G-1-j</td>
<td>Professional Orientation and Ethical Practice</td>
<td>ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</td>
<td>Lectures &amp; course readings; Case studies; Internet activities; Discussion board questions; Exam</td>
</tr>
<tr>
<td>II-G-2-a</td>
<td>Social and Cultural Diversity</td>
<td>multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally</td>
<td>Lectures &amp; course readings; Internet Activity</td>
</tr>
<tr>
<td>II-G-2-d</td>
<td>Social and Cultural Diversity</td>
<td>individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;</td>
<td>Lecture &amp; course readings; Internet activity</td>
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<tr>
<td>#</td>
<td>Clinical Mental Health</td>
<td>Standard</td>
<td>Learning Activities &amp; Experiences</td>
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<tr>
<td>CMHC-A-1</td>
<td>Foundations - knowledge</td>
<td>Understands the history, philosophy, and trends in clinical mental health counseling</td>
<td>Lecture &amp; course readings; Discussion board questions; Internet activities; Exam</td>
</tr>
<tr>
<td>CMHC-A-2</td>
<td>Foundations - knowledge</td>
<td>Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling</td>
<td>Lecture &amp; course readings; Ethical Guidelines Review Paper; Internet Activities; Exam</td>
</tr>
<tr>
<td>CMHC-A-3</td>
<td>Foundations - knowledge</td>
<td>Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams</td>
<td>Lecture &amp; course readings; Discussion board questions; Internet activities; Exam</td>
</tr>
<tr>
<td>CMHC-A-4</td>
<td>Foundations - knowledge</td>
<td>Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
<td>Lecture &amp; course readings; Discussion board questions; Internet activities; Exam</td>
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<tr>
<td>CMHC-A-7</td>
<td>Foundations - knowledge</td>
<td>Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems)</td>
<td>Lecture &amp; course readings; Internet activity</td>
</tr>
<tr>
<td>CMHC-B-1</td>
<td>Foundations – Skills and practice</td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling</td>
<td>Lecture &amp; course readings; Ethical dilemmas case studies</td>
</tr>
<tr>
<td>CMHC-E-2</td>
<td>Diversity and Advocacy - Knowledge</td>
<td>Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client</td>
<td>Lecture &amp; course readings; Internet activity</td>
</tr>
<tr>
<td>CMHC-E-4</td>
<td>Diversity and Advocacy - Knowledge</td>
<td>Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling</td>
<td>Lecture &amp; course readings; Internet activity</td>
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<tr>
<td>CMHC-E-5</td>
<td>Diversity and Advocacy - Knowledge</td>
<td>Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare</td>
<td>Internet activity</td>
</tr>
<tr>
<td>CMHC-E-6</td>
<td>Diversity and Advocacy - Knowledge</td>
<td>Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services</td>
<td>Internet activity</td>
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</tbody>
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<thead>
<tr>
<th>#</th>
<th>School Counseling</th>
<th>Standard</th>
<th>Learning Activities &amp; Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCS-A-2</td>
<td>Foundations – Knowledge</td>
<td>Understands the ethical and legal considerations specifically related to the practice of school counseling</td>
<td>Lecture &amp; course readings; Ethical guidelines review paper; Ethical dilemmas</td>
</tr>
</tbody>
</table>
GRADING INFORMATION

<table>
<thead>
<tr>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
</tr>
<tr>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>Final Examination</td>
</tr>
<tr>
<td>Weekly Quizzes (ACA Ethical Codes)</td>
</tr>
<tr>
<td>Responses to Ethical Dilemmas</td>
</tr>
<tr>
<td>Group Project (Informed Consent document)</td>
</tr>
<tr>
<td>Ethical Guidelines Review</td>
</tr>
</tbody>
</table>

TOTAL POINTS                1500 POINTS

ASSIGNMENTS

1. **Class Attendance** (100 points)

All students are expected to attend class regularly and to participate fully in exercises, activities, and assignments. This class is defined by MTSU as a Wed-assisted course. We will have class four days in the semester. Therefore, it is particularly important to attend class in order to prepare you for your quizzes and projects. Any absences should be discussed in advance with the instructor. No absences will be excused due to the short nature of the class times. NO EXCEPTIONS!

2. **Final Examination** (150 points)

There will be one (1) examination during the semester. This exam will be multiple choice, short answer, case examples, and occasional discussion questions. The exam will be given Desire2Learn and will be based on the readings, lectures, and activities completed to that date.

3. **Weekly Assignments** (200 points)

Students will be required to participate in weekly activities that will be submitted either via Desire2Learn or submitted in class. Weekly assignments may include internet activities, journal entries, and discussion boards.

- **Internet activities** should be submitted via Desire2Learn using the appropriate Dropbox on the designated due dates. Certain activities that you will be unable to upload to D2L will be submitted in class. Please see the tentative schedule to determine when these activities are due.
- **Discussion Board** activities will be evaluated based on the following: Students are expected to make at least
two postings per discussion board prior to the due date after reading or viewing the assigned materials for the week. Students may use this forum to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation. Quality of Participation will be based on the following:

- originality of posting
- understanding of the material
- length and depth of postings

Postings that simply agree with a previous posting, offer no additional information or thoughts, and demonstrate no in depth understanding of the information will receive no points.

4. **Quiz Questions (400 points)**

There will be four (4) quizzes during the semester. These quizzes will be based on the eight (8) sections of the ACA Code of Ethics. Quizzes will be administered through Desire2Learn and will be multiple choice and true/false. More details will be provided in class.

5. **Ethical Guidelines Review (250 points)**

Each student will be required to review a set of ethical guidelines for an ACA division, or a related helping profession (e.g., American Psychological Association, American Association for Marriage and Family Therapists). This review should be a comparison/contrast to the ACA Code of Ethics. The review should be typed, APA style, and a minimum of 5 to 7 pages (not including the title page and reference pages). **Ethical Guideline Review paper due:**

Students should include the following sections and follow the format below:

- **Title Page:** an APA style cover page that includes running head, title, your name, course, instructor, and session in which it is taught.
- **Introduction:** This section should include an introduction to both of the profession organizations and a brief history of the ethical guidelines developed by both groups. Provide an overview of each set of guidelines including such details as preambles, guiding principles, etc.
- **Content:** Compare and/or contrast the two documents you are reviewing, providing an overview of sections included and issues discussed in the guidelines.
- **Conclusion:** Please provide any concluding thoughts, including your reactions and what learned from the guidelines. Please describe how this information will impact your work in your field?

**OTHER FORMAT CONSIDERATIONS:**

- Be thorough but concise.
- Make sure to follow APA guidelines (title page, headings, references in text, reference page).
- You must cite the documents properly both in text and in the reference page.
- Include all sections and information listed above.
- Consider clarity of ideas, writing style, grammar, and spelling.
- Be sure to cite references in text and include a reference page.

6. **Response to Ethical Dilemmas (200 points)**

Students will be required to respond to several ethical dilemmas over the semester. Ethical cases depicting a counselor(s) dealing with an ethical dilemma(s) will be posted weekly on Desire2Learn. Students will respond to the ethical dilemma on-line with the following information:

- The ACA ethical standard(s) that are at issue (giving the specific standard number, name, and a brief summary of the content [e.g., Standard A.6.a, Dual Relationships - Avoid when possible; This standard discusses the influential nature of the therapeutic relationships and how counselors should make every effort to avoid dual relationships....]).
- The solution to the ethical dilemma. Include what you would recommend in dealing with the dilemma.
Students will be required to submit each ethical dilemma via Desire2Learn. (See class calendar for due dates).

7. **Group Project (200 points)**

Students will be assigned to small groups for a group project to be completed within the semester. Groups will be required to construct an informed consent document for a mental health or school setting based on designated concentration areas. The informed consent should be based on elements required or recommended by the ACA *Code of Ethics* as well as helping professional literature. Sample informed consent documents and further details will be provided. Informed consent documents will be graded on thoroughness and creativity of the document.

OTHER INFORMATION:

8. **Technology Requirements**

As part of the counseling graduate program, all students **MUST** have access to a computer and will be required to conduct online assignments using the appropriate technology. No exceptions will be made. Students can access computer labs at various locations on campus. Access to Desire2Learn will be required for this course. I will use your MTSU email address for communications. Please check your MTSU email on a regular basis. If you have problems accessing your email accounts, including operating Desire2Learn, contact the HELP DESK at 615.898.5345.

9. **Academic Honesty**

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

10. **Confidentiality**

Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role play, or group activity will have their confidentiality respected.

11. **MTSU Professional Counseling Program Dispositions**

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty’s continuous evaluation of student progress. (See Professional Counseling Program Handbook at [http://www.mtsu.edu/~psych/counsel.htm](http://www.mtsu.edu/~psych/counsel.htm) for details).
In class etiquette

Please make sure that all cell phones and pagers are turned off or volume down during class! Please do not answer phone or text message during class. Use only in case of emergencies.

Please do not use laptop computers for any purpose other than class participation. If the instructor determines you are using the computer inappropriately (e.g., Facebook, etc.), you will lose points for participation and potentially lose a letter grade in the course. Thank you!