Prerequisites:
Admittance to the Counseling Program, or permission of the instructor.

Required Text(s):

Recommended Text(s):

Additional Requirements:
Your respective professional organization’s Code of Ethics, as applicable:
- All Clinical Mental Health Counseling students must acquire the American Counseling Association Code of Ethics (2014), available on the ACA website: https://www.counseling.org/ Available online at: https://www.counseling.org/resources/aca-code-of-ethics.pdf
- Students in the School Counseling concentration ALSO must acquire the American School Counselor Association’s Ethical Standards for School Counselors, available on the ASCA web site: www.schoolcounselor.org. Available online at: https://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf
- Other assigned readings may be posted on the D2L Course Website
**Course Description:**
This course examines the professional, ethical and legal issues that impact the practice of the professional counselor. Emphasis is placed upon the understanding and application of ethical standards and legal statutes that affect professional counselors when making critical decisions concerning working with individuals in school and mental health settings.

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**Austin Peay State University**
**College of Education**

**CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS**

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

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**Course Policies**

**Students with Disabilities:**
Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (phone #: 221-6230; email: disabilityservices@apsu.edu)

**Academic and Classroom Misconduct:**
Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new Student Handbook for an understanding of what will be expected of them within the academic setting.

**Writing Quality and Academic Honesty:**
It is important that all written work meets the academic standards of graduate students using APA 6th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in the Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted)
must also be cited appropriately. If you are in doubt, do not hesitate to ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

**Policy on Minors:**
Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom.

**Confidentiality:**
This course, as with other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related to classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

**Email Policy:**
It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. Responses to all inquiries, questions, and other electronic correspondence will occur in a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

**Class Grievances:**
I am willing to meet with you to discuss our class and/or particular assignments. I ask that you please wait 24 hours after you have received a graded assignment to schedule an appointment. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

**Note:**
If there is a problem that is negatively affecting your course performance, contact me immediately so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester to reach out with concerns. I encourage you to attend my office hours or contact me by telephone, voice mail, or e-mail (preferred). I am committed to the education of each student in this course.

**Inclement Weather:**
If classes are canceled due to weather related circumstances, I will contact you via your APSU email and notify you of any alternative assignments in D2L. A discussion forum will be posted on D2L in lieu of our class meeting and your participation grade will be assigned based on your full participation in the discussion topics. More information will be provided at the time if needed.
Note: As the Instructor, I reserve the right to revise assignments as deemed necessary for optimal student learning. This syllabus and the class schedule may be amended in the event of extenuating circumstances. Should the need arise, students can expect revisions to be announced orally in class and/or posted electronically.

Common Courtesies:
- Use of cell phones or other technology during class time for non-course related activities is prohibited. Please turn off your cell phones while in class or change it to the silent mode. **Do not answer the phone OR text during class.** If you are expecting a very important call, please let me know before class.

Course Objectives and Requirements

Knowledge and Skill Outcomes
The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CACREP Standards</th>
<th>Course Activities</th>
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<tbody>
<tr>
<td>Have a knowledge of the history and philosophy of the counseling profession as it relates to clinical mental health and school counseling</td>
<td>F.1.a. CMHC C.1.a. SC G.1.a</td>
<td>Lecture, readings, exam</td>
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<td>Understanding and advocating for the roles of counselors as they relate to human services, crises intervention, management plans, and interactions with community agencies</td>
<td>F.1.b. F.1.c. F.1.d. CMHC C.2.a. SC G.2.b. SC G.2.e. SC G.2.f.</td>
<td>Lecture, readings, exam, Case Analysis Presentation</td>
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<td>Examining the processes needed to address institutional and social barriers that impede access, equity, and success</td>
<td>F.1.e. SC G.2.a.</td>
<td>Lecture, reading, Case Analysis, Exam</td>
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<tr>
<td>Understanding the ethical and legal policies that govern the counseling professions</td>
<td>CF.1.i. MHC C.2.i. CMHC C.2.l. SC G.2.m. SC G.2.n.</td>
<td>Lecture, readings, exams, Case Analysis Presentation, Professional Disclosure Statement</td>
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<tr>
<td>Recognizing professional counseling organizations, and having knowledge of the accreditation practices and standards of the counseling profession</td>
<td>F.1.f. F.1.g. CMHC C.2.k. SC G.2.l.</td>
<td>Lecture, readings, exams, Professional Development Activity</td>
</tr>
</tbody>
</table>
Methods of Instruction:
A variety of instructional methods are used to advance the course objectives. Documentaries and/or videos are shown. The format includes but is not limited to formal lecture, media presentations, research activities, class discussion, and role plays to expand the topic. Guest speakers and panelists may also be invited to share their stories.

Student Performance Evaluation Criteria & Procedures
(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

Technology:
Students may use word processing, and PowerPoint software to complete assignments. Also, the Internet, (e.g., Desire to Learn -D2L-) and other electronic mail systems will be used as needed to complete assignments and projects.

Attendance and Participation (15)
Attendance at all class meetings is expected and is of the utmost importance in a class of this nature. Students can miss one class; any subsequent absence will result in the student receiving a 5-point grade reduction in the course for each day missed. You are responsible for making sure you receive the necessary assignments and class notes you miss.

Student participation and interaction will be a major focus of this class. Active participation in all discussions/activities is expected and necessary for successful completion of the course. Preparation for class should include reading and reflecting on the material. Your insights and reactions to the course material are a vital aspect of the learning process, and articulate presentation of these is encouraged. Your respect for and openness to others’ perspectives, as well as a willingness to examine your own, will be valuable to your learning process.

Students will be evaluated on their level of participation during the course. There will be many opportunities for students to engage in classroom activities and personal growth experiences. Students will be evaluated on level of engagement, attentiveness, and preparedness. The criteria for evaluation include:

- **13 – 15** Attendance at all classes, high level of engagement, prepared for class as evident by responsiveness during large group discussions, active participation during small group interactions.
- **6 – 12** Attendance at all but one class, moderate level of engagement, prepared for class and somewhat responsive during large group discussions, active participation during small group interactions.
- **0 – 5** Attendance at all but two classes, minimal level of engagement, not prepared for class as evident by lack of responsiveness during large group discussions, active participation during small group interactions.
Activities that demonstrate lack of participation include: texting, surfing the web, sleeping, chatting, or anything other than focusing on class.

Absences will be excused only under the following circumstances:

- Absence while under a doctor’s care (written documentation required);
- Absence due to participation in an authorized college activity (advance notification and written documentation required);
- Absence due to attendance at legal proceedings requiring your presence (advance notification and written documentation required); and/or
- Absence due to the death or serious illness of an immediate family member (written documentation required).

I consider an excused absence one in which the absence is beyond your control. (For example, the time of a checkup or a dental appointment can be controlled). I will not excuse an absence in which you must take somebody else to the doctor, hospital, dentist, court, etc. Exceptions related to VA medical appointments or other situations will be considered and must be communicated in a timely manner.

**Assigned Readings:**
The quality of our discussions depends a great deal upon your commitment and diligence in reading assigned materials. Please come to class prepared, having read the assigned material prior to entering the classroom.

**Professional Development Activity (15) – DUE: November 28, 2017**
Students will be asked to attend one professional development activity related to the counseling profession during the semester. This can include an advocacy professional development activity or a professional counseling organization activity; sponsored professional organizations include the Tennessee Counseling Association, Middle Tennessee Counseling Association, Tennessee School Counseling Association, Tennessee Mental Health Counseling Association or the Tennessee Licensed Professional Counselor Association. The professional organization activity may include a professional meeting, professional conference, workshop, an advocacy activity or approved online professional development activity. You are asked to write a 1.5 to 2-page typed (double spaced) overview of the activity including the following:

- Identify the professional development activity
- Discuss what you learned or how the content was beneficial
- Address how might you integrate or use this information as you develop as a counselor
- Your overall evaluation of the professional development activity
- Attach any materials that you received from the activity that document your attendance.
Students who are not able to attend a professional development event due to employment or personal obligations should notify the instructor to discuss alternatives. Please submit this assignment in D2L.

**Professional Disclosure Statement and Informed Consent (10) – DUE: October 31, 2017**

Note: As the LiveText Key Assessment for this course, your assignment must be submitted through LiveText by the assignment due date. This assignment will not be graded until it is uploaded to LiveText; and, if your assignment is not uploaded by the due date, your grade for this assignment will be lowered by 10 points for each day the assignment is late.

Develop a Professional Disclosure & Informed Consent form you would provide to a client/parent(s)/student/teacher(s). Write it to fit the developmental level and setting (target audience) in which you would like to work or currently work. There are many examples available online for different counseling specialties and practice settings that might serve as stimuli; however, do not take one of these examples and use it as your own given that you must include required elements from the American Counseling Association and the Tennessee Code at a minimum.

The professional disclosure statement should:

1. introduce yourself,
2. outline your role in the school or mental health agency,
3. describe counseling services offered and theoretical approaches utilized,
4. outline the meaning and limits of confidentiality,
5. explain services provided and fees,
6. list contact information,
7. explain complaint procedures,
8. request consent for treatment (signatures)

Additional guidelines:

- Please type; single-spaced; no more than 2 pages long; and, check for grammar.
- Consider your potential audience to format the document appropriately and choose wording/language for accessibility and high “read-appeal.”
- Consider the different communication styles of your consumer/client/student. You might discuss using the Google Translator to translate the Professional Disclosure Statement to a language other than English that is or may be common for the professional setting and populations you’ll serve.
  - You can find the Google Translator Toolkit at:

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**Exams (20 points each/ 40 points total) – Date: October 3rd, 2017 and December 5th, 2017**

Students will have an opportunity to take a mid-term and final exam. Both exams will cover course reading materials and lectures. Review of assigned readings and course lecture is strongly encouraged. Each exam may consist of multiple-choice, fill in the blank, true and false, and/or short answer questions. These examinations are not designed to be cumulative.
Case Analysis Presentation (20)
In groups of 3, students will complete and present a case analysis based on an ethical, legal or professional behavior dilemma provided by the instructor. In keeping with acceptable professional standards, group members are encouraged to consult with student colleagues, practicing professionals, attorneys and/or any written materials in the development of the analysis and recommendation.

1. You should expect to have, at a minimum, two case analysis meetings in order to fully understand the implications of your case.

2. Class Presentation: Each group will make a 15-20 minute class presentation and then facilitate 15 minutes of discussion. The class presentation should be supported by Power Point, Prezi, Google Slides or some other acceptable presentation editor.

3. Written Summary: Prepare a 3 to 4-page written summary; provide copies for all class members at the time of the class presentation. The summary should be divided into the following headings with bullet points of information listed below each heading.
   a. Description of Situation: Brief overview of case and background of treatment
   b. Dilemma/Competing Issues: What is the tension – dilemma – competing issue? The tension (dilemma/competing issues) could be a function of ethics vs. laws, ethics vs. institutional policies, ethics vs. a community norm, or any of those vs. professional behavior. Determine the underlying moral principle (Autonomy, Nonmaleficence, Beneficence, Justice, Fidelity, or Veracity) associated with each dilemma.
   c. Ethical Code, Tennessee Statute, and/or Administrative Policy: Cite specific guidance from the relevant professional ethical code(s) -ACA, AHMCA, ASCA or NBCC- Tennessee Statute, government/federal laws, and/or other administrative regulation or policy (school board policy, agency policy etc.)
   d. Personal Values / Morals: Identify any personal values and/or moral conflicts that were influencing (pushing away from or pulling toward any action) members of the group.
   e. Desired Outcome: What would constitute successful resolution of the dilemma? List and describe.
   f. Possible Course(s) of Action: Identify and list the possible courses of action. Describe the limitations and potential consequences associated with each course of action.
   g. Recommended Course of Action: State the Recommended Course of Action. Define how your recommendation(s) is (are) in the best interest of the client and satisfies the legal/ethical/professional behavior dilemma. Include the possible ethical or licensing consequences of the inappropriate handling of the dynamics of the case. If appropriate, describe a necessary fallback recommendation in the event your first recommendation is not possible.
Missed/Late Assignment:

- If you miss class, please consult with one of your fellow students for the notes and/or homework. You should contact the Instructor after you have tried contacting multiple classmates, multiple times.
- If you miss a class the day an assignment is due, you must turn in the assignment before class. Late assignments will not be accepted without significant reason for the delay, determined by the Instructor.
- If work is accepted late, 5 points will be deducted for each day it is late. There are some exceptions for excused absences.

Grading Standards:

Grades will be assigned on a standard 90 = A, 80 = B, etc. An Incomplete in class will be granted only in rare situations. Should you feel that you will need an Incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the Incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Grading:

<table>
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<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15</td>
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<tr>
<td>Professional Disclosure Statement</td>
<td>10</td>
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<tr>
<td>Professional Development Activity</td>
<td>15</td>
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<tr>
<td>Midterm Exam</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<tr>
<td>Case Analysis Presentation</td>
<td>20</td>
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</table>

TOTAL 100
### Tentative Course Schedule

**Note:** Instructor reserves the right to make changes to the course schedule as necessary

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Introductions &amp; Course Overview Presentation Assignments</td>
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<tr>
<td>2</td>
<td>9/5</td>
<td><strong>Introduction to Professional Ethics</strong></td>
<td>R&amp;H, Ch. 1&lt;br&gt;CCC, Ch. 1&lt;br&gt;2014 ACA Code of Ethics&lt;br&gt;2010 ASCA Code of Ethics&lt;br&gt;Evans, Levitt &amp; Henning, 2012</td>
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<td>3</td>
<td>9/12</td>
<td><strong>Professional Identity of Counselors</strong>&lt;br&gt;Values and the Helping Relationship</td>
<td>R&amp;H, Ch. 2&lt;br&gt;CCC, Ch. 2 &amp; 3&lt;br&gt;Mellin, Hunt &amp; Nichols (2011)&lt;br&gt;Richards, Campenni &amp; Muse-Burke (2010)</td>
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<td>4</td>
<td>9/19</td>
<td><strong>Multicultural Perspectives and Diversity Issues</strong>&lt;br&gt;LGBTQ Students</td>
<td>R&amp;H, Ch. 3&lt;br&gt;CCC, Ch. 4&lt;br&gt;Stone, Ch. 4</td>
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<td>5</td>
<td>9/26</td>
<td><strong>Client Rights and Counselor Responsibilities</strong>&lt;br&gt;Confidentiality: Ethical and Legal Issues</td>
<td>R&amp;H Ch. 4&lt;br&gt;R&amp;H, Ch. 5</td>
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<td>6</td>
<td>10/3</td>
<td>MIDTERM</td>
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<td>7</td>
<td>10/10</td>
<td><strong>Subpoenas, Records, Malpractice and Resolving Legal and Ethical Challenges</strong>&lt;br&gt;Counseling Children and Vulnerable Adults&lt;br&gt;Obligations to the Court&lt;br&gt;Child Abuse</td>
<td>R&amp;H, Ch. 6, 8, &amp; 11&lt;br&gt;Stone, Ch. 6&lt;br&gt;Stone, Ch. 7</td>
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<td>8</td>
<td>10/17</td>
<td>FALL BREAK</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings/Assignments Due</td>
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<td>9</td>
<td>10/24</td>
<td><strong>Professional Competence, Training, Assessment and Diagnosis</strong></td>
<td>R&amp;H, Ch. 7, 15</td>
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<td><strong>Issues in Supervision</strong></td>
<td>CCC, Ch. 8, 9</td>
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<td>Stone, Chs. 6-7</td>
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<td>10</td>
<td>10/31</td>
<td><strong>Counseling Families and Groups</strong></td>
<td>R&amp;H, Ch. 12</td>
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<td><strong>DUE: Professional Disclosure Statement</strong></td>
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<td>11</td>
<td>11/7</td>
<td><strong>Managing Boundaries and Multiple Relationships</strong></td>
<td>R&amp;H, Ch. 9</td>
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<td><strong>Professionalism</strong></td>
<td>CCC, Ch. 7</td>
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<td>Stone, Ch. 2</td>
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<td>12</td>
<td>11/14</td>
<td><strong>Professional Relationships, Private Practice, and Health Care Plans</strong></td>
<td>R&amp;H, Ch. 13</td>
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<td><strong>Community and Social Justice Perspectives</strong></td>
<td>CCC, Ch. 13</td>
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<td><strong>The Ethics of Advocacy</strong></td>
<td>Stone, Ch. 14</td>
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<td><strong>Group Presentations</strong></td>
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<tr>
<td>13</td>
<td>11/21</td>
<td><strong>THANKSGIVING WEEK</strong></td>
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<tr>
<td>14</td>
<td>11/28</td>
<td><strong>Group Presentations</strong></td>
<td><strong>DUE: Professional Development Activity</strong></td>
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<tr>
<td>15</td>
<td>12/5</td>
<td>Last Day of Class</td>
<td><strong>DUE: Final Exam</strong></td>
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<tr>
<td>16</td>
<td></td>
<td>Final Exams Week</td>
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