



# On-Campus Course Syllabus

## CSL 541 L00.A

### Ethics in Counseling

### Spring 2019

#### Class Information

**Day and Time:** Thursday 7:00pm to 9:30pm

**Room Number:** E205

#### Contact Information

**Instructor Name:** Dr. Tiffany M. Crayton, Ph.D., LPC, NCC

**Instructor Email:** tcrayton@criswell.edu

**Instructor Phone:** 405-921-8128 Personal, for emergencies.

**Instructor Office Hours:** Available as necessary. Please email professor.

#### Course Description and Prerequisites

An examination of legal and ethical issues related to the practice of counseling, records management, and the student of current board and other related counseling rules and practices.

#### Course Objectives

1. Review the history and philosophy of the counseling profession, including significant factors and events (CACREP II.K.1.a)
2. Introduce professional roles, functions, and relationships with other human service providers (II.K.1.b)
3. Discuss ethical issues related to technological competence and use of technology in counseling (II.K.1.c)
4. Provide overview of professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphasis (II.K.1.d)
5. Review professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (II.K.1.e)
6. Discuss public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession (II.K.1.f)
7. Overview of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (II.K.1.g)
8. Comprehensive review of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling (II.K.1.h)
9. Review counselors' roles in social justice and advocacy; introduce cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and ethical issues therein (II.K.2.d)
10. Facilitate student self-awareness and the importance of appropriate professional boundaries (II.K.5.b)
11. Introduce the importance of research, the use of research to improve counseling effectiveness, and difficulties in conducting research in the counseling profession (II.K.8.a; II.K.8.3)

#### Required Textbooks

Remley, T.P., & Herlihy, B. Ethical, Legal, and Professional Issues in Counseling. Pearson, 2016.  
ISBN-13: 978-0134379104

## Recommended Reading

It is recommended that you download the Texas State Board of Examiners of Professional Counselors Rules and Regulations. Please utilize this link <https://www.dshs.texas.gov/counselor/>

American Counseling Association Code of Ethics (2014). Available online at:  
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

## Course Requirements and Assignments

The quality of our discussions depends greatly on your commitment and due diligence in reading assigned materials. Please come to class prepared, having read the assigned material before entering the classroom.

### ***Professional Development Activity (15%) – DUE: May 9, 2019***

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 Texas Counseling Association, Texas School Counseling Association, or Texas Mental Health Counselors Association. The professional organization activity may include a professional meeting, professional conference, workshop, or an advocacy 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 unable to attend a professional development event due to employment or personal obligations should notify the professor to discuss alternatives. Please submit this assignment in Canvas.

### ***Professional Disclosure Statement and Informed Consent (15%) – DUE: March 28, 2019***

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 Texas 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.

**Exams (50% of Grade)- February 28, 2019 (Mid-Term) May 16, 2019 (Final Exam)**

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, case studies, and/or short answer questions. Students will be responsible for knowing material covered during this term on their final examine.

**1. Case Analysis Presentation (20% of Grade)**

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, Texas Statute, and/or Administrative Policy:** Cite specific guidance from the relevant professional ethical code(s) -ACA, AHMCA, ASCA or NBCC- Texas 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.

## **Course/Classroom Policies and Information**

Be respectful to one another and help create an atmosphere of learning. Remember there is something unique about each of us and we all can sit and bring something of value to the table.

**(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.

### **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).

### **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.

### **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 contact me by telephone, voice mail, or e-mail (preferred). I am committed to the education of each student in this course.

### **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to

respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

### Tentative Course Schedule

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

WEEK	DATE	TOPIC	READING/ASSIGNMENTS DUE
1	1/24	Introductions & Course Overview Presentation Assignments	
2	1/31	Introduction to Professional Ethics	R & H Chapter 1 ACA Code of Ethics Texas State Board of Examiners of Professional Counselors
3	2/7	Professional Identity of Counselors	R & H Chapter 2
4	2/14	Multicultural Competence and Social Justice	R & H Chapter 3
5	2/21	Client Rights and Counselor Responsibilities  Confidentiality: Ethical and Legal Issues	R & H Chapter 4  R & H Chapter 5
6	2/28	MIDTERM	
7	3/7	Records, Subpoenas, Malpractice and Resolving Legal and Ethical Challenges  Counseling Children and Vulnerable Adults Obligations to the Court Child Abuse	R & H, Chapters 6, 8, & 11
8	3/14	SPRING BREAK	
9	3/21	Professional Competence, Training, Assessment and Diagnosis  Issues in Supervision (Supervision & Consultation)	R & H Chapters 7, 15
10	3/28	Counseling Families and Groups	R & H Chapter 12 <b>*DUE: PROFESSIONAL DISCLOSURE STATEMENT</b>



<b>11</b>	<b>4/4</b>	<b>Managing Boundaries and Multiple Relationships</b>	<b>R &amp; H Chapter 9</b>
<b>12</b>	<b>4/11</b>	<b>Professional Relationships, Private Practice, and Health Care Plans</b>	<b>Chapter 13</b>
<b>13</b>	<b>4/18</b>	<b>Technology in Counseling</b>	<b>Chapter 10</b>
<b>14</b>	<b>4/25</b>	<b>GROUP PRESENTATIONS</b>	
<b>15</b>	<b>5/2</b>	<b>GROUP PRESENTATIONS</b>	
<b>16</b>	<b>5/9</b>	<b>Last day of class</b>	<b>*DUE: PROFESSIONAL DEVELOPMENT ACTIVITY</b>
	<b>5/16</b>	<b>FINAL EXAMS WEEK</b>	<b>FINAL EXAM</b>