



On-Campus Course Syllabus

CSL 541

Ethics in Counseling

Spring 2021

Class Information

Day and Time: Monday 4:45-7:15pm

Room Number: E201

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 212-818-1372 office 817-559-4045 cell

Instructor Office Hours: Monday 1-3 pm, Tuesday 9-11am

Course Description and Prerequisites

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

Course Objectives

- Review historical foundation of mental health treatment, psychology, and counseling
- Identify ethical standards in current mental health practice, being able to compare/contrast the specific ethical standards in each mental health identity
- Build solid ethical decision making model to insure strong foundation of ethical consideration, collaboration, and risk management
- Explore professional organizations, networking, collaboration, and consultation and the importance of their involvement in ongoing practice
- Understand the role of the State Licensing Boards, review board policies, credentialing, certification, licensing processes, and their power to investigate ethical claims
- Examine therapists role in social justice, advocacy, and promoting effective social and policy change
- Explore cultural self-awareness, cultural competency, personal bias, prejudices, intentional and unintentional discrimination, as well as how to address these issues in the therapy room while maintaining ethical standards
- Challenge student self-awareness, exploration, and growth regarding personal beliefs as they inform professional roles and boundaries

Required Textbooks

Knapp, S., Younggren, J.N., VandeCreek, L., Harris, E., & Martin, J.N. (2013). *Assessing and Managing Risk in Psychological Practice: An Individualized Approach*. (2nd Ed). The Trust: Rockville, MD.

Pope, K. S. & Vasquez, M. J. T. (2016). *Ethics in Psychotherapy and Counseling: A Practical Guide*. (5th Ed). John Wiley & Sons, Inc: Hoboken, NJ.

Recommended Reading

APA Code of Ethics

ACA Code of Ethics

Texas Health Code Mental Health Guidelines

Texas Family Code for Reporting Abuse

Additional readings will be required as assigned through Canvas.

Course Requirements and Assignments

- **Weekly Ethical Discussions (50 points total):** Developing a strong sense of ethical intelligence is about regularly considering real life circumstances and then grappling with legal and ethical issues as well as personal perspectives. Students will be presented with real life ethical conflicts of various situations and be expected to formulate thoughtful, coherent responses to these discussions. Students will be expected to come to class having completed all required readings as well as demonstrate an engaged thoughtful examination and exploration of the key ethical and legal issues. Each week students will be graded on their participation in and contribution to the discussion and earn up to 5 points per discussion. Failure to engage in the discussion in a meaningful way or missing class will result in a loss of points for that week. Given the course calendar, there are built in 2 extra days to accommodate an absence or 'off' week.
- **Ethical Discussion Papers (50 points each):** Students will be provided 3 formal case studies for individual response. These responses need to incorporate thoughtful discussion, presentation, and reference to applicable legal standards and ethical codes which apply to the case discussion. Students should explore all aspects of the case as it can be viewed from both an ethical and legal perspective and then arrive at their own decision point regarding one's best action. Justification for why the student believes this to be the best legal and ethical choice should be well developed and supported with both ethical codes as well as personal integrity points.
- **Quizzes (100 points each):** There will be 3 quizzes over the course of the semester which will be a combination of multiple choice, matching, short answer, and discussion questions. Given that much of ethical discussions result in 'it depends', students will be expected to formulate meaningful discussion on quizzes to justify aspect of legal and ethical application. Students grades on quizzes will depend on completeness of response and incorporate key points of the discussion question. Each quiz will be taken online through Canvas and students will be permitted to use any course materials when taking a quiz, but there will be a time limit of 120 minutes to complete each quiz. Thus, students should appropriately study and prepare for each quiz in order to complete it in the allotted time. A quiz will lock at the 120 minute mark and the completed work will be graded at that point. Quizzes must be completed by 11:59pm on the assigned due date. No late quizzes will be graded without prior approval from the instructor. There will not be a face to face meeting the week of an assigned quiz.
- **Research Paper (100 points):** Students will choose an area of ethics applicable to the field of mental health to explore in this paper. The paper should be 8-10 pages in written length (not including title, abstract, and reference pages which are in addition to written length). Papers must incorporate a minimum of 8 professional references published within the last 5 years which reflect current ethical considerations in the field. The two required readings for this course can be used as references for this

paper, but the additional references should be professional publications in refereed journals in order to adequately reflect current ethical thoughts regarding the applicable topics. Papers should fully explore the chosen area, its appropriate legal and ethical points, consider/contrast multiple perspectives regarding the ethical issue presented, and consider how legal and ethical perspectives compare and contrast to one's Christian morality and perspectives of integrity. Ideas for papers are endless, but it is strongly encouraged that students get instructor feedback on your topic before you begin actively writing on the topic.

Course/Classroom Policies and Information

Class Participation - In order to adequately participate in classroom discussion, students are expected to arrive on time having read all required material prior to the beginning of each week's class. More than 2 absences will result in loss of points in the student's class participation grade unless extenuating circumstances are discussed with and approved by the instructor in advance. If a student misses a class period, they are responsible for obtaining notes and covered material from a classmate. Attendance via scheduled remote lectures requires students to be signed in during the scheduled time period, with camera enabled to confirm attendance. Students are expected to actively participate in class discussions via Zoom during scheduled remote lectures. Failure to log into the scheduled zoom discussion or to actively participate in the zoom discussion will be counted as an absence.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arrives, students should contact me as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students not wait until the just before a due date to submit assignments or complete tests through Canvas. IT issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical issues are typically not granted unless the problem is extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

CELL PHONES - All cell phones and any other electronic equipment should be turned off or placed on silent during class. Cell phones are not allowed in the testing center and any electronic device used in class to take notes must likewise be put into silent mode (including the keyboard functions) in order to minimize the disruption to one's classmates. Should one's electronic device become a distraction to the class, the instructor reserves the right to request that it be turned off during class times.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the shorter response papers. It is a graded

element on the longer research paper and lack of attention to this component will likely cost students a letter grade on the assignment.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Dr. Burgess during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Dr. Burgess is very accessible to discuss ways in which the student may improve scores on future work.

COMMUNICATION WITH DR. BURGESS - My goal is to respond to email within 24 hours during the week and within 48 hours on the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other complications. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback which students can integrate into future assignments. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable time periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, texting or emailing is likely going to get you a quicker response.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Students are expected to attend class regularly. Remote learning options will be employed for various class meeting times throughout the semester to minimize potential exposure for students and faculty on campus. The class meetings which will be held remotely are marked on the course schedule. On the weeks where we will be meeting via zoom, the bulk of the lecture material will be presented via zoom video and will be available on Canvas by Friday morning. Students will be expected to listen to the lecture in advance of the zoom meeting on Monday evening. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 6:00pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference to be counted as 'present'. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and reading materials. I would encourage all students to take notes during the lecture and when reading to have talking points and/or highlight questions to be addressed during the live zoom meeting. Students should be logged in at a location with reliable internet access which is free of any distractions. Students should strive to minimize interruptions outside the course, just as one would if attending a course in

person. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.

During the semester students are not permitted to ‘choose’ to zoom a class. If a student is unable to make it to a scheduled live class meeting, that is counted as an absence unless they have stepped through the official university accommodations process. If a student is sick or exposed to COVID, contact should be made with the professor as soon as possible as well as to the accommodations office, specifically Luis Juarez, in order to obtain the necessary accommodation to zoom a live class period.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Reading	Topic	Assignment Due
1	1/25	Pope Ch 1 & 2 Trust 1 & 2 Ethical and legal standards	Ethical Intelligence Risk Management	
2	2/1	Pope Ch 3, 12, 13, & 14 Trust Ch 11, 12, 13	The Human Therapist	
3	2/8	Pope Ch 5, 6, 7	Ethical Reasoning and Critical Thinking	
4	2/15	Pope Ch 4, 8, 9 Trust Ch 5	Who is the Client?	REMOTE VIA ZOOM
5	2/22	ONLINE	Via Canvas Pope ch. 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, & 14 Trust ch. 1, 2, 5, 11, 12, 13	Quiz 1
6	3/1	Pope Ch 17, 18, 19, 24	Ethical Decision Making Models	Discussion Paper 1
7	3/8	Pope Ch Trust Ch 6	Informed Consent and Confidentiality	
	3/15	SPRING BREAK	NO CLASS MEETING	
8	3/22	Pope Ch 25 Trust Ch 7, 9	Breaking Confidentiality Ethics in Forensics	REMOTE VIA ZOOM*
9	3/29	Pope Ch 21, 22 Trust Ch 4	Multiple Relationships and Sexual Attraction	Discussion Paper 2
10	4/5	ONLINE	Via Canvas Pope ch. 17, 18, 19, 21, 22, 24, & 25 Trust ch. 4, 6, 7, & 9	Quiz 2
11	4/12	Pope Ch 10 & 23 Trust Ch 3, 10	Cultural Competency Morality and Personal Integrity Conflicts	
12	4/19	Pope Ch 20, 26, 27 Appendices A & B	Ethics in Research, Academic settings, and supervision	Discussion Paper 3 REMOTE VIA ZOOM
13	4/26	Pope Ch 11	Technology, HIPAA, and Ethics	
14	5/3	Pope Ch 15, 16	Ethical Complaints and One's Response	RESEARCH PAPER DUE
15	5/10	ONLINE	Via Canvas Pope ch 10, 11, 15, 16, 20, 23, 26, & 27 Trust ch 3, 10, & Appendices A & B	FINAL QUIZ DUE

*There will be a guest speaker during this Zoom meeting so it will be longer than typical. Students should be prepared for a Zoom meeting for the full duration of the scheduled class.



On-Campus Course Syllabus

ADDENDUM FOR SP-21

CSL 541

Ethics in Counseling

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in the syllabus are highlighted. Information that is no longer relevant is indicated with a strike through the font and replacement or new information is placed in italics.

Course Requirements and Assignments

No change in requirement

- **Weekly Ethical Discussions (50 points total):** Developing a strong sense of ethical intelligence is about regularly considering real life circumstances and then grappling with legal and ethical issues as well as personal perspectives. Students will be presented with real life ethical conflicts of various situations and be expected to formulate thoughtful, coherent responses to these discussions. Students will be expected to come to class having completed all required readings as well as demonstrate an engaged thoughtful examination and exploration of the key ethical and legal issues. Each week students will be graded on their participation in and contribution to the discussion and earn up to 5 points per discussion. Failure to engage in the discussion in a meaningful way or missing class will result in a loss of points for that week. Given the course calendar, there are built in 2 extra days to accommodate an absence or 'off' week.
- **Ethical Discussion Paper (50 points each):** Students will be provided 4 formal case studies for individual response. These responses need to incorporate thoughtful discussion, presentation, and reference to applicable legal standards and ethical codes which apply to the case discussion. Students should explore all aspects of the case as it can be viewed from both an ethical and legal perspective and then arrive at their own decision point regarding one's best action. Justification for why the student believes this to be the best legal and ethical choice should be well developed and supported with both ethical codes as well as personal integrity points
- **Quizzes (100 points each):** There will be 3 quizzes over the course of the semester which will be a combination of multiple choice, matching, short answer, and discussion questions. Given that much of ethical discussions result in 'it depends', students will be expected to formulate meaningful discussion on quizzes to justify aspect of legal and ethical application. Students grades on quizzes will depend on completeness of response and incorporate key points of the discussion question. Each quiz will be taken online through Canvas and students will be permitted to use any course materials when taking a quiz, but there will be a time limit of 120 minutes to complete each quiz. Thus, students should appropriately study and prepare for each quiz in order to complete it in the allotted time. A quiz will lock at the 120 minute mark and the completed work will be graded at that point. Quizzes must be completed by

11:59pm on the assigned due date. No late quizzes will be graded without prior approval from the instructor. There will not be a face to face meeting the week of an assigned quiz.

- **Research Paper (100 points):** Students will choose an area of ethics applicable to the field of mental health to explore in this paper. The paper should be 8-10 pages in written length (not including title, abstract, and reference pages which are in addition to written length). Papers must incorporate a minimum of 8 professional references published within the last 5 years which reflect current ethical considerations in the field. The two required readings for this course can be used as references for this paper, but the additional references should be professional publications in refereed journals in order to adequately reflect current ethical thoughts regarding the applicable topics. Papers should fully explore the chosen area, its appropriate legal and ethical points, consider/contrast multiple perspectives regarding the ethical issue presented, and consider how legal and ethical perspectives compare and contrast to one's Christian morality and perspectives of integrity. Ideas for papers are endless, but it is strongly encouraged that students get instructor feedback on your topic before you begin actively writing on the topic.

Class Attendance

Students are expected to attend class regularly. Missing more than 2 class periods without obtaining prior approval from Dr. Burgess, will result in loss of one letter grade from your overall end of class total. ~~On the weeks where we will be meeting via zoom,~~ **If circumstances necessitate moving classes 100% online, all future lectures will be presented through asynchronous zoom videos combined with partial live discussions.** The bulk of the lecture material will be presented via zoom video and will be available on Canvas by Friday morning. Students will be expected to listen to the lecture in advance of the zoom meeting on Monday evening. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 6:00pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference in order to be counted as 'present'. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and reading materials. I would encourage all students to take notes during the lecture and when reading to have talking points and/or highlight questions to be addressed during the live zoom meeting. Students should be logged in at a location with reliable internet access which is free of any distractions. Students should strive to minimize interruptions outside the course, just as one would if attending a course in person. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.

Remote Class Sessions: Identity and Participation Verification

During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture. I would encourage all students to take notes during the lecture to have talking points and/or questions during the live zoom meeting. Students will earn credit for attending by either being in class on an assigned day or logging into a Zoom live conference on a remote learning day. Students are expected to enable their camera throughout the live conference, unless there is a connectivity reason prohibiting this, in which case students should discuss this in advance with Dr. Burgess. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.