

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.

Herlihy, B. & Corey, G. (2015). *ACA ethical standards casebook* (7th ed.). Alexandria, VA: American Counseling Association.

For School Counseling Students:

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.

Stone, C. (2017). *School counseling principles: Ethics and law* (4th ed.). Alexandria, VA: American School Counselor Association.

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Anderson, S. K., & Handelsman, M. M. (2010). *Ethics for psychotherapists and counselors: A proactive approach*. Malden, MA: Wiley-Blackwell.

Bersoff, D. (2008). *Ethical conflicts in psychology* (4th ed.). Washington, D.C.: American Psychological Association.

Fisher, C. B. (2014). *Decoding the ethics code: A practical guide for psychologist* (4th ed.). California: Sage Publications Inc.

Welfel, E. R. (2015). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (6th ed.). Brooks/Cole, Thomson Learning.

Journal articles include, but should not be limited to the following journals:

American Journal of Psychiatry
American Psychologist Contemporary Psychology Humanistic
Psychology Journal of Clinical Psychology Journal of Counseling
Psychology
Journal of Consulting and Clinical Psychology
Journal of Personality and Social Psychology Journal of
Psychology Journal of Youth and Adolescence

2. Selected Relevant Websites:

American Counseling Association: <http://www.counseling.org/>
American Psychological Association: <http://www.apa.org/ethics/code2002.html>
American School Counselor Association: <http://www.schoolcounselor.org/> National
Board for Certified Counselors:
[http://www.nbcc.org/AssetManagerFiles/ethics/nbcc-
codeofethics.pdf](http://www.nbcc.org/AssetManagerFiles/ethics/nbcc-codeofethics.pdf) The Association of State and Provincial
Psychology Boards (ASPPB): <http://asppb.org/default.aspx>
Ethical codes for most mental health professional organizations are available through Ken
Pope's Website/Ethics Section: www.kspope.com

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: The Writing Center, located in McKee Library, provides

free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu. An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

The Tutoring Center, located in McKee Library, provides free peer tutoring for more than 50 courses. Students can meet with a tutor to review principles, learn content-specific study strategies, and enhance content area knowledge. Schedule a 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu> or call the Center for assistance at 423.236.2578. All Tutoring Center appointments need to be scheduled at least 24 hours in advance. Tutoring Hours: Sundays-Thursdays 9 am-10 pm, Fridays 9 am-4 pm.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Romans 12: 1-2:

¹ “Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. ² Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will. ³ For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the faith God has distributed to each of you.”

The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, this course will provide students with instruction in decision-making principles and strategies that will promote the enhanced well-being of the persons they serve. Where appropriate, consideration of ethical guidelines for counselors will be addressed in the context of how these guidelines compare to Christian ethics.

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students will be able to:

1. Know the ethical standards of professional counseling organizations and

credentialing bodies, and applications of ethical and legal considerations in professional counseling. [CACREP 2.F.1.i]*

2. Know the ethical and culturally relevant strategies for establishing and maintaining in-person and technology assisted relationships. [CACREP 2.F.5.d]
3. Know the legal and ethical considerations specific to school counseling. [CACREP 5.G.2.n]
4. Know the legal and ethical considerations specific to clinical mental health counseling. [CACREP 5.C.2.l]
5. Know the strategies for interfacing with the legal system regarding court-referred clients. [CACREP 5.C.3.c]
6. Be very familiar with the American Counseling Association (ACA) Code of Ethics in the practice of clinical mental health counseling.
7. Be very familiar with the American School Counselor Association (ASCA) Code of Ethics in the practice of school counseling.
8. Understand how personal experiences and biases may affect the ethical practice of counseling.

*Bracketed codes refer to the counseling core and specialty standards of Clinical Mental Health and School Counseling required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the expected course outcomes contribute.

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

1. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by stop the Bietz Center for Student Life, Suite 3900. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).

2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
 - ii. Professors may assume “no collaboration” is the rule unless they state otherwise.
2. Student Responsibilities:
 - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others’ material as their own.
 - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
 - iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
 - iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.
3. Turnitin:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. Profile Picture Policy

1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply

may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:

- i. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
- ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
- iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. **Student Authentication** (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. **Add/Drop Policy**

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.

2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an “F.” It is the student’s responsibility to make arrangements with the professor to complete the course on time.
3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of instructional methodologies, including: media-enhanced lecture, Zoom, videos, class discussion, analysis of case studies, role-plays, reflection on personal experiences, in-class and field activities, multimedia-based simulations, presentations, and other experiences.

2. Diversity Considerations

In this course, students will consider how diversity issues can influence the counseling process. Students will participate in class activities and exercises to help develop cultural awareness and skills in working with people of different backgrounds. Ethical considerations will be given special attention.

3. Incorporation of Research

1. Students:

In order to complete certain course requirements, students will need to engage in research of the professional literature regarding ethical decision-making styles, levels of professional and ethical development, and the application of ethical and legal standards in actual ethical and/or legal dilemmas.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources

listed below. Other research resources will be included as appropriate. Some examples of these resources are listed below:

Even, T. A. & Robinson, C. R. (2013). The impact of CACREP accreditation:

A multiway frequency analysis of ethics violations and sanctions.

Journal of Counseling and Development, 91(1), 26-34.

Luke, M., Goodrich, K. M., & Gilbride, D. D. (2013). Testing the

intercultural model of ethical decision making with counselor trainees.

Counselor Education and Supervision, 52(3), 222-234.

Shumaker, D. & Medoff, D. (2013). Ethical and legal considerations when

obtaining informed consent for treating minors of high-conflict

divorced or separated parents. *The Family Journal, 21(3), 318-327.*

4. eClass

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.
2. System Requirements: For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. Class Attendance/Presence

1. Attendance policy:
 - i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in

this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

- ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
- v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. eClass Announcements
 - i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "News Forum" under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements
2. Southern Email
 - i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their

southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line.

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. Class Attendance Credit

- a) Students’ attendance will be taken every week through the university’s Attendance Tracking System (ATS). Ten (10 minutes) before class starts, a QR Code assigned to each class section will be displayed on the Zoom screen. Students will be able to scan the QR Code with their phones and their attendance will be recorded. Due to system’s limitations, the QR Code will disappear from the screen once the professor initiates the class and starts sharing other materials on screen (e.g., PowerPoints, videos, etc.) A total amount of Attendance points will be included in the final grade. Being present and punctual to every Zoom class is an easy way to accumulate points toward the final grade. Each unexcused absence will cause the system to deduct 2 points from the total attendance credits. Each unexcused tardiness of more than 10 minutes will cause the system to deduct 1 point from the total attendance credits.
- b) Again, due to system limitations, once class starts, the only way to receive

attendance credits is if the points are entered manually by the professor in the grade book. Therefore, if a student is late to class but wants to receive attendance credit for the day, the student will need to send the professor a brief email explaining the situation, as soon as she or he enters the Zoom room. Once class is over, the professor will review the email and, if appropriate, will manually enter the attendance points in the grade book. Sending this email will be important because, during class, the professor will be focusing on the material being discussed and may or may not remember that a student was allowed into the Zoom room after class started.

3. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
3. All assignments will be due on **Monday nights at 11:59 p.m.** unless otherwise specified in the *Course Calendar* or by the instructor. On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.
4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Mondays at 11:59 p.m. and the next day (Tuesday), at 6:00 p.m. (before class).
5. If an assignment has not been submitted 6:00 p.m. on Tuesday, according to the course schedule, a grade of zero will be entered in the grade book. **Note:** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to

email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.

6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. ***This step will be important*** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

4. **Providing Feedback to the Professor**

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better.
2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. **Receiving Feedback from the Professor**

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

- a) Assignment Feedback
Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.
- b) Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* is posted and available to students on eClass.

D. ACADEMIC ASSIGNMENTS

1. Self-Assessment Inventories

At the beginning of the semester, students will complete a self-assessment inventory and select five questions to which they had the strongest reaction or the hardest time answering. Students will type and submit a paper containing a brief response and explanation for each question chosen, addressing the items noted below:

- a) Personal value used to guide the response
- b) From whom and when (these) guiding principle(s) were learned
- c) Personal or professional work the student needs to do around this issue with regard to ethical and professional practice
- d) Come prepared to share this in class

At the end of the semester, students will re-take the inventory and submit a second, 2- to 3- page (excluding title page) paper that briefly comments on any changes in responses or lack thereof. This paper should be completed following APA formatting guidelines.

2. Ethical Profile Paper

This paper is a student profile about ethical and professional practice. The paper will have a minimum of 5 pages (in addition to title page and optional reference page), and will include the following sections:

- a) Ethical Autobiography
Students are to write about what aspects of their backgrounds help them think through, identify what is right, and wrong, as well as what constitutes

ethical professional behavior.

b) Ethical Decision-Making Style

Everyone has a unique style of ethical decision making which reflects their early and ongoing experiences with moral values and issues which have been influenced and shaped by parents, relatives, peers, and valued adults in their lives, such as teachers and coaches. This section of the paper articulates students' implicit style. Students are to begin by sketching a **family genogram** chart and describing the various relationships and the ways in which key individuals, particularly parents, have dealt with moral issues and decisions and how this has influenced the student's style. If the **ethical decision-making style** described is based upon a theorist or an author, the reference(s) will need to be included in this section as well as in the reference list.

c) Professional/Ethical Hero

Describe the individual – typically, but not necessarily, a mental health or school professional– that has been most impressive and serves as a role model because of their professional/ethical presence, i.e., sensitivity, ethical commitment, and ethical courage. If the **professional ethical hero** described is a theorist or an author, the reference(s) is (are) needed in text and in the reference list.

d) Levels of Professional and Ethical Development

Students should identify their current developmental levels and indicate how these levels have and likely will affect their work as counselors. Students should identify areas for growth/development as well as suggest ways in which they will facilitate their further development in those areas.

3. Reading Reflection and Ethical Log Report

Students are to reflect upon the weekly reading of textbook chapters:

Part 1 (1 page) - What? Summarize what you determine the main points from the chapter are; **How?** Include how you envision at least one (1) concept outlined in the chapter will impact your practice as a counselor.

Part 2 (1/2 - 1 page) - Where? Describe "where" in the week (or another time in your life) you encountered an ethical issue relevant to the week's chapter, no matter how small the issue was. The issue must be described in relation to one (1) (or more) of the ethical principles (i.e., autonomy, nonmaleficence, beneficence, justice, fidelity, and veracity). If the student did not observe an ethical issue related to the topic, student will research (articles, videos, etc.) and describe a case related to the topic. The purpose of the ethical log segment of the report is to increase ethical sensitivity and awareness.

*This reflection/log report (no more than 2 pages) is to be **submitted on eClass prior to each class period (Mondays by 11:59 PM)**. Make sure you are prepared to share your answers in class.

4. MindTap Quizzes and Activities

Students will complete weekly MindTap activities; including quizzes covering ethical issues related to the Code of Ethics. **To register for MindTap access you will need the following:**

- A MindTap access code or Cengage Unlimited access code
- To log into eClass/Moodle and follow the instructions (see link):
https://www.cengage.com/coursepages/Southern_COUN

5. Case Presentation

Working in pairs, students will prepare a 30-40 minutes presentation containing two (2) parts: 1) a hypothetical clinical case that directly involves an ethical and/or legal dilemma matching the class topic for that week. Students will demonstrate how to address the particular situation according to ethical and legal standards. Each presentation should include a role-play, video demonstration, Power Points, and handouts with at least three (3) references from the professional/research literature. Students are free to create their case situations; however, these situations should be **pre-approved** by the instructor. Students in Clinical Mental Health Counseling will choose situations relevant to practice in community settings. Students in School Counseling will choose situations relevant to practice in school settings. Faith integration should be included on each case. 2) An presentation of the chapter content, demonstrating knowledge and understanding of the material.

All references used must be cited, and journal articles should be less than five (5) years old. *Internet articles are strongly discouraged* unless the article has been previously published in a refereed journal. **Wikipedia may not be used**; it is not academically acceptable.

Students are to focus on a formal writing style (absence of errors in grammar, syntax, semantics, punctuation, etc.), ease of reading, logical lines of reasoning, appropriate headings and subheadings, cohesive and ordered thoughts, conciseness, and evidence of critical thinking.

6. Final Examination

Students will complete a comprehensive final examination on the MindTap platform. Questions will come from the Corey text test bank and will be multiple

choice, T/F, and short-answer formats.

7. Grading Criteria

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

Course Requirements	Number of Points	Approximate % of Final Grade	Expected Outcome
Attendance & Participation	100	13	
MindTap Quizzes & Activities	200	26	1 - 8 2.F.1.i, 2.F.5.d, 5.G.2.n, 5.C.2.l, 5.C.3.c
Reading Reflections & Ethical Log Reports (10X13)	130	17	1 - 8 2.F.1.i, 2.F.5.d, 5.G.2.n, 5.C.2.l, 5.C.3.c
Final Exam	100	13	1 - 8 2.F.1.i, 2.F.5.d, 5.G.2.n, 5.C.2.l, 5.C.3.c
Case Presentation	100	13	1 - 8 2.F.1.i, 2.F.5.d, 5.G.2.n, 5.C.2.l, 5.C.3.c
Ethical Profile Paper	100	13	8
Self-Assessment Inventories (20X2)	40	5	1 - 8 2.F.1.i, 2.F.5.d, 5.G.2.n, 5.C.2.l, 5.C.3.c
TOTAL	770	100	

8. Distribution of Scores

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	720 – 770	94 – 100%
A-	690 – 719	90 – 93%
B+	667 – 689	87 – 89%
B	643 – 666	84 – 86%
B-	613 – 642	80 – 83%
C+	590 – 612	77 – 79%
C	566 – 589	74 – 76%
C-	536 – 565	70 – 73%
D+	513 – 535	67 – 69%
D	489 – 512	64 – 66%
D-	459 – 488	60 – 63%
F	0 – 458	0 – 59%

IX. COURSE CALENDAR

Date	Topic	CACREP: Common Core and Specialty Areas	Assignment Due
Week 1 Tuesday 00/00	<ul style="list-style-type: none"> • Syllabus review • Self-Assessment Inventory • ASCA Code of Ethics • ACA Code of Ethics 	<ul style="list-style-type: none"> • 2.F.1.i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. • 5.C.2.I Legal and ethical considerations specific to clinical mental health counseling. 	
Week 2 Tuesday 00/00	<ul style="list-style-type: none"> • Chapters 1 (Corey & Corey) • Chapters 1 (Stone) • Part I (Herlihy & Corey) • Overview of ethics and counseling 	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.C.2.I Legal and ethical considerations specific to clinical mental health counseling. 	<p style="color: red;">Reading Reflection and Ethical Log Report 1</p> <p style="color: red;">MindTap Quizzes & Activities</p> <p style="color: red;">Self-Assessment Inventory w/paper (initial take) submitted to E-class</p>
Week 3 Tuesday 00/00	<ul style="list-style-type: none"> • Chapter 2 (Corey & Corey) • Chapter 2 (Stone) • Chapter 5 & 	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in 	<p style="color: red;">Reading Reflection and Ethical Log Report 2</p> <p style="color: red;">MindTap Quizzes & Activities</p>

	<p>Section A (Herlihy & Corey)</p> <ul style="list-style-type: none"> • Legal issues and professional identity 	<p>professional counseling.</p> <p>5.C.2.i Legal and ethical considerations specific to clinical mental health counseling.</p>	<p>Ethical Profile Paper</p>
<p>Week 4 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 3 (Corey & Corey) • Chapter 5 (Stone) • Chapter 12 & Section I (Herlihy & Corey) <p>Values, helping relationship, negligence</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. 	<p>Reading Reflection and Ethical Log Report 3</p> <p>MindTap Quizzes & Activities</p>
<p>Week 5 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 4 (Corey & Corey) • Chapter 10 (Stone) • Chapter 2 & Section D (Herlihy & Corey) <p>Ethics in Multiculturalism</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 2.F.5.d Ethical and culturally relevant strategies for establishing and maintaining in person and technology assisted relationships. 	<p>Reading Reflection and Ethical Log Report 4</p> <p>MindTap Quizzes & Activities</p>
<p>Week 6 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 5 (Corey & Corey) • Chapter 4 (Stone) • Chapter 1 (Herlihy & Corey) <p>Clients' rights and counselor's responsibilities</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. 	<p>Reading Reflection and Ethical Log Report 5</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 1</p>

	<ul style="list-style-type: none"> • FERPA 		
<p>Week 7 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 6 (Corey & Corey) • Chapter 6 (Stone) • Chapter 3 & Section B (Herlihy & Corey) <p>Confidentiality; privileged communication, obligations to the court</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.C.3.c Strategies for interfacing with the legal system regarding court-referred clients. 	<p>Reading Reflection and Ethical Log Report 6</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 2</p>
<p>Week 8 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 7 (Corey & Corey) • Chapters 11 and 12 (Stone) • Chapter 7 (Herlihy & Corey) <p>Boundary issues Bullying, violence, criminal actions, and cyberspace</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. • 5.C.3.c Strategies for interfacing with the legal system regarding court-referred clients. 	<p>Reading Reflection and Ethical Log Report 7</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 3</p>

<p>Week 9 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 8 (Corey & Corey) • Chapter 14 (Stone) • Chapter 4 & Section E (Herlihy & Corey) <p>Professional competence and training, advocacy</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 2.F.5.d Ethical and culturally relevant strategies for establishing and maintaining in person and technology assisted relationships. 	<p>Reading Reflection and Ethical Log Report 8</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 4</p>
<p>Week 10 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 9 (Corey & Corey) • Chapter 3 (Stone) • Chapter 10 & Section F (Herlihy & Corey) <p>Supervision Cyberspace</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. 	<p>Reading Reflection and Ethical Log Report 9</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 5</p>
<p>Week 11 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 10 (Corey & Corey) • Chapter 9 (Stone) • Chapter 6 (Herlihy & Corey) <p>Issues in theory and practice, sexually active students</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. 	<p>Reading Reflection and Ethical Log Report 10</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 6</p>

<p>Week 12 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 11 (Corey & Corey) • Chapter 7 (Stone) • Chapter 8 & Section C (Herlihy & Corey) <p>Couples and family therapy, child abuse</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. 	<p>Reading Reflection and Ethical Log Report 11</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 7</p>
<p>Week 13 Tuesday 00/00</p>	<ul style="list-style-type: none"> • Chapter 12 (Corey & Corey) • Chapter 8 (Stone) • Chapter 11 & Section G (Herlihy & Corey) <p>Individual and group work</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 	<p>Reading Reflection and Ethical Log Report 12</p> <p>MindTap Quizzes & Activities</p> <p>Case Presentation Team 8</p>
<p>THANKSGIVING BREAK – 11/00 to 11/00</p>			
<p>Week 14 Tuesday 11/29</p>	<ul style="list-style-type: none"> • Chapter 13 (Corey & Corey) • Chapter 13 (Stone) • Chapter 9 & Section H (Herlihy & Corey) <p>Community and social justice, violence, criminal activities</p>	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 	<p>Reading Reflection and Ethical Log Report 13</p> <p>MindTap Quizzes & Activities</p>

<p>Week 15 Tuesday 12/06</p>	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. • 5.C.2.I Legal and ethical considerations specific to clinical mental health counseling. 	<p>Self-Assessment Inventory (re-take) submitted to E-class</p>
<p>Week 16 Tuesday 12/13</p>	<ul style="list-style-type: none"> • Final Examination - MindTap 	<ul style="list-style-type: none"> • 2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. • 5.G.2.n Legal and ethical considerations specific to school counseling. • 5.C.2.I Legal and ethical considerations specific to clinical mental health counseling. • 2.F.5.d Ethical and culturally relevant strategies for establishing and maintaining in person and technology assisted relationships. • 5.C.3.c Strategies for interfacing with the legal system regarding court-referred clients. 	<p>Final Exam</p>

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- E. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- F. *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
 2. an informed facilitator,
 3. a reflective decision maker, and
 4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

G. *Core Curricular Experiences and Learning Outcomes:*

1. As a *Caring Person*, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective ***counseling, prevention, and intervention***;
 - (b) service to clients who represent ***diverse populations***; and
 - (c) ***advocacy*** to better the lives of individuals and communities.
2. As an *Informed Facilitator*, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful ***assessment*** that facilitates a plan of action,
 - (b) ***diagnosis*** leading to appropriate treatment, and
 - (c) promoting optimal ***academic development*** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.