

Eastern Kentucky University
Department of Counseling & Educational Psychology
COU 813: Professional Orientation & Ethics in Counseling

A. Contact Information

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B. Course Description

The first half of the course is the professional orientation course for your degree program and the profession. The second half of the course focuses on ethical, legal, and professional issues in counseling.

C. Required Text/Readings

Remley, T. & Herlihy, B. *Ethical, legal, and professional issues in counseling*. (Most Recent Edition)

Department Website Handbooks and Information with Signed Agreement
Students are responsible for all requirements as outlined by the Student handbook which can be found on the department website
http://www.education.eku.edu/cep/CEP_quick_links.php.

D. Course Objectives

The following objectives are based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards. The following objectives are taken from Section II.G.1. Students will complete studies and assignments that provide an understanding of the following aspects of professional functioning:

II.G.1.a: history and philosophy of the counseling profession;

Curricular Experiences: Lecture, class discussion, text readings, review of department website, review of counseling association websites (ACA, ACES, AMHCA, ASCA, KCA, NBCC, CACREP), student mentor interview, student research and written response

Assessment: Paper on philosophy of the counseling profession

II.G.1.b: professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

Curricular experiences: Lecture, class discussion, text readings, student mentor interview, student research and written response, and class review of Beth Harrison's article on Effective Strategies for Interagency Collaboration.

Assessment: Paper on comparison of counseling and other health care providers and strategies for interagency/interorganizational collaboration and communication.

II.G.1.d: self-care strategies appropriate to the counselor role;

Curricular experiences: Lecture, class discussion, text readings, student mentor interview, student research and written response

Assessment: Paper on counselor needs/values and avoidance of therapeutic error

II.G.1.e: counseling supervision models, practices, and processes;

Curricular experiences: Lecture, class discussion, text readings, student mentor interview, review of ACES and ACA website and Code of Ethics, review of AASCB and KCA website on supervision, student research and written response

Assessment: Paper on counselor training and supervision

II.G.1.f: professional organizations, including membership benefits, activities, services to members, and current issues;

Curricular Experiences: Lecture, class discussion, text readings, review of counseling association websites (ACA, ACES, AMHCA, ASCA, KCA, NBCC, CACREP), student mentor interview, student research and written response

Assessment: Paper on professional organizations or involvement in state professional association

II.G.1.g: professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

Curricular Experiences: Lecture, class discussion, text readings, review of department website, review of counseling association websites (ACA, ACES, AMHCA, ASCA, KCA, AASCB, EPSB, NBCC, CACREP), student mentor interview, student research and written response

Assessment: Paper on counselor qualifications and credentialing

II.G.1.h: the role and process of the professional counselor advocating on behalf of the profession;

Curricular Experiences: Lecture, class discussion, text readings, review of counseling association websites (ACA, ACES, AMHCA, ASCA, KCA, NBCC, AASCB, CACREP), student mentor interview, student research and written response

Assessment: Paper on multiculturalism and counselor advocacy and paper on professional identity and advocacy

II.G.1.i: advocacy processes needed to address institutional and social barriers that impede access, equity, and success of clients;

Curricular Experiences: Lecture, class discussion, text readings, review of counseling association websites (ACA, AMCD, AGLBTIC, ACES, AMHCA, ASCA, KCA, NBCC, CACREP), student mentor interview, student research and written response

Assessment: Paper on multiculturalism and counselor advocacy

II.G.1.j: ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal consideration in professional counseling.

Curricular Experiences: Lecture, class discussion, text readings, review of counseling association Codes of Ethics (ACA, ACES, AMHCA, ASCA, KCA, NBCC, CACREP), student mentor interview, student research and written response, and written response on final exam

Assessment: Paper on ethical decision making and ethical standards and final exam on response to ethical/legal cases.

From CACREP Section II.G.7.g.:

II.G.7.g: ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Curricular Experiences: Lecture, class discussion, text readings, review of counseling association Codes of Ethics (ACA, ACES, AMHCA, ASCA, KCA, NBCC, CACREP), student mentor interview, student research and written response, and written response on final exam

Assessment: Paper on ethical and legal issues related to assessment, testing, and diagnosis

The following CACREP Standards specific to Clinical Mental Health Counseling will be addressed:

(CMHC) Counseling, Prevention, and Intervention/Skills and Practices D.9: Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Curricular experiences: Lecture, class discussion, text readings, student mentor interview, student research and written response

Assessment: Paper on counselor needs/values and avoidance of therapeutic error

The following CACREP Standards specific to School Counseling will be addressed:

(SC) Foundations/Knowledge A.2: Understands ethical and legal considerations specifically related to the practice of school counseling.

Curricular experiences: Lecture, class discussion, text readings, student mentor interview, student research and written response

Assessment: Variety of papers on ethical and legal considerations in school counseling.

(SC) Foundations/Knowledge A.4: Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

Curricular experiences: Lecture, class discussion, text readings, student mentor interview, review of ACES and ACA website and Code of Ethics, review of AASCB and KCA website on supervision, student research and written response

Assessment: Paper on counselor training and supervision

(SC) Leadership/Knowledge O.4: Understands the important role of the school counselor as a system change agent.

Curricular Experiences: Lecture, class discussion, text readings, review of counseling association websites (ACA, ACES, AMHCA, ASCA, KCA, NBCC, AASCB, CACREP), student mentor interview, student research and written response

Assessment: Paper on multiculturalism and counselor advocacy

Course Outline:

Professional orientation to the department, degree program, and profession
Review of department website handbooks and information
Orientation to the CPCE comprehensive exam and test prep materials
Professional identity of school and mental health counselors
Philosophy underlying the counseling profession
Foundations of ethical and legal issues
History of the school and mental health counseling professions
Multicultural and advocacy issues in school and mental health counseling
Client rights and counselor responsibilities
Confidentiality and privileged communication
Recordkeeping
Competence and malpractice
Dual relationships and boundary issues
Counseling children and vulnerable adults
Counseling families and groups
Evaluation, testing and diagnosis
Private practice and employment issues
Counselor education training, supervision and consultation in school and mental health counseling
Research and publication
Resolving legal and ethical issues
ACA, AMHCA, ASCA Codes of Ethics

F. Course Requirements: (1500 word minimum for reflection papers, cite references, and focus your papers toward your degree program—school or mental health counseling)

In COU 813, Professional Orientation and Ethics, all students are asked to sign a Student Agreement and Confidentiality and Legal Rights Policy Agreement. If you have transferred into this program and have not signed this agreement, you are required to do so immediately and to give your signed form to your instructor or to the Counseling and Educational Psychology Department Chair. These agreements are in place for all courses in this department and by remaining registered in this course and participating in this class you are verifying that you will honor these agreements. Copies of these agreements are located in the student handbook at http://www.education.eku.edu/CEP/student_handbook/Agreement_Contract.pdf for your review.

16 Reflection Papers:

1. Compare traditional, feminist, and social constructivist ethical decision making models, and discuss which model better aligns with your philosophy and why? Review the ACA and AMHCA or ASCA Code of Ethics and discuss the standards that you think will give you the most concern for your future practice as a school or mental health counselor.
2. Discuss your professional identity as a school or mental health counselor by explaining the philosophy that underlies the activities of the counseling profession, the services counselors render to the public, the training programs for counselors, and counselor qualifications and credentials. In addition, discuss the similarities and differences between your professional identity as a school or mental health counselor, **your professional role in advocating on behalf of the profession**, and members of other health care professions, (such as psychology, social work, and psychiatry) **and strategies for interagency/interorganizational collaboration and communication for your future career setting in school or mental health counseling.**
3. Discuss the history of multiculturalism's effect on ethical standards, competencies, and advocacy, specifically relative to race/ethnicity, gender, socioeconomic status, sexual orientation, gender identity, disability status, age, and religion. In addition, discuss the effect of your multiple cultural identities on your practice as a school or mental health counselor, **and how you will use advocacy processes to address institutional and social barriers that impede access, equity and success for clients in your future career setting of school or mental health counseling.**
4. Discuss what needs you have that are being met by becoming a counselor and how these needs might lead to potential areas of vulnerability and sources of therapeutic error. In addition, discuss your values (specifically in the areas of abortion, right to die/assisted suicide, interracial dating/marriage, pre and extramarital sex, sexual orientation, gender identity, child/elder neglect and abuse) and how each of these values might affect your therapeutic work with clients who present with these issues.
5. Discuss the counselor's fiduciary relationship with the client in terms of informed consent and specifically go into details regarding HIPAA and FERPA and how these laws are implemented in school or mental health counseling.

6. Discuss the role of confidentiality and privileged communication in the counseling relationship, especially the exceptions to confidentiality and how these issues are implemented in school or mental health counseling.
7. Discuss the role of recordkeeping in counseling, the types of records kept, laws related to recordkeeping, the role of technology in recordkeeping, and client privacy. In addition discuss a specific community agency or public schools policy regarding creating, maintaining, transferring or destroying records.
8. Discuss the role of licensure and certification in determining counselor competence, how do counselors determine their own competence, what are areas of potential counselor incompetence, and how can a school or mental health counselor best avoid malpractice issues. **In addition discuss which counseling supervision models, practices, and processes will best assist you in learning to be more effective as a counselor.**
9. Discuss the types of dual relationships/boundary crossings and the potential ethical and legal problems that may result from each for a school or mental health counselor.
10. Discuss issues, potential problems, and how to prevent ethical/legal problems in counseling children, vulnerable adults, clients who have been legally declared incompetent, and clients who are dependent on others.
11. Discuss issues, potential problems, and how to prevent ethical/legal problems in family counseling, group counseling, and in areas involving divorce/child custody for school or mental health counselors.
12. Discuss issues, potential problems, and how to prevent ethical/legal problems in assessment, testing, and diagnosis in school and mental health counseling.
13. Discuss ethical and legal issues related to establishing a full time or part time private practice and how to avoid ethical and legal problems related to employment in a school or community agency. (For school counselors assume that you hold both certification as a school counselor and licensure as a mental health counselor, which is possible in KY).
14. Discuss EKV's counseling programs (as outlined on the department website, through handbooks, and general university information) regarding issues related to informed consent, admissions, curriculum, ethical/multicultural awareness, teaching theory/techniques, infusing technology, experiential learning, evaluation of skills and field experience performance, evaluation of personal/professional development, supervision/consultation, research, and retention/dismissal/endorsement. Discuss what is useful about the information and what suggestions would you offer for improvement.
15. EITHER join KCA or KSCA as a student member or write a paper on the history of ACA and the history of each of its divisions and special interest groups.

16. Mentor Reflection Paper: School Counselors: Seek out a mentor who is currently practicing as a certified school counselor in KY. Mental Health Counselors: Seek out a mentor who is currently practicing as an LPCA or LPCC in KY. Meet with your mentor at minimum for three sessions over the semester for 30 minutes each session (You may meet more times and for longer times; this just establishes the minimum). In your paper state your mentor's name, credentials, place of employment, number of years of employment in counseling, dates and times that you met. I would encourage you to choose a mentor and site that has the potential to become a future practicum/internship placement for you. Your time together at minimum should focus on the mentor's job and job setting, requirements and credentialing for their job, what they like and least like about their job, kind of clients/problems they counsel, and general advice they would give a student for entering their profession.

Final Exam: (The Final is designed to encourage you to read the text and begin the thought process of applying ethical/legal issues to case studies/real situations. For this reason, all questions on the Final must be answered for full credit, partial papers are not accepted)

Provide a short answer for each of the Focus Questions that begin Chapters 1-16 in text and a short answer for each question related to each case study provided in Chapters 1-16 in text. (For example: In Chapter 1 provide a short answer for each of the 4 Focus Questions listed on page 2 and provide a short answer for each of the questions related to the case studies of Alicia, Edward, Karla, and Fatima. Proceed in this manner for all 16 chapters.)

G. Evaluation/Grading

(16) Reflection Papers (16 papers, 10 pts each=160 pts)

Final Exam (50 pts) (Must be complete and posted on time to earn credit)

Class Attendance, Preparedness, and Participation (40 pts)

250 Pts Possible

90%=A (225-250 pts)

80%=B (200-224 pts)

70%=C (175-199 pts)

Below 70%=F

Scoring Rubric for 16 Reflection Papers (160 pts)

Each Satisfactory paper=10 pts:

1. Meets minimum 1500 word requirement **and**
2. Adequately answers all criteria for each assignment **and**
3. Posts paper in BlackBoard by or before due date

Each Unsatisfactory paper=0 pts:

1. Does not meet minimum 1500 word requirement **or**
2. Does not adequately answer all criteria for each assignment **or**
3. Does not post paper in BlackBoard by or before due date

Scoring Rubric for Final Exam (50 pts) (Must be complete and posted on time to earn credit)

Satisfactory Final Exam=50 pts

1. Paper provides adequate short answer to all questions on the Final Exam **and**
2. Paper is posted in BlackBoard by or before due date

Class Attendance and Participation (40 pts)

1. Student receives 40 pts for class attendance and participation. For each student absence or partial absence (whether excused or unexcused), 10 pts is deducted from the 40 pt possible. Partial attendance of any class will be assessed on an individual basis. Student is expected to attend all classes, come to all classes prepared to discuss assignments, and participate in class discussion. Attendance, preparedness and participation are assumed acceptable unless the instructor notifies student and/or requests a conference to discuss problems with attendance, preparedness and/or participation.

H. Student Progress

Students will be given feedback on their participation and development throughout the semester via assignments listed in the course outline.

I. Attendance Policy: See Course Requirements

J. Last Day to Drop Course

The last day to drop is **published in the course schedule book**

K. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See www.academicaffairs.eku.edu/policy/

