

COURSE SYLLABUS
CNS 666 - Legal and Ethical Issues in Counseling – Summer, 2017
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Catalog Description: Course provides opportunities for mental health workers to make decisions of an ethical nature about people and deal with possible legal actions that result.

Purpose of this Course: The overall objective of the course is to help each graduate student achieve basic understandings which are in compliance with the Kentucky statutes, the Kentucky School Counselors Code of Ethics, and the ethical standards of the American Counseling Association, American School Counseling Association, and the National Board for Certified Counselors.

Course Objective: Upon completion of CNS 666, the student should understand and know how to:

- Knowledge:
1. Relate the Kentucky School Personnel Code of Ethics to Kentucky statutes.
 2. Compare the purposes and principles of ethical codes adopted by the American Counseling Association, the National Board of Certified Counselors, and the American School Counselor Association.
 3. Differentiate ethical codes adopted by associated organizations such as the Association for Specialists in Group Work, the American Association of Marriage and Family Therapists, and the American Mental Health Counselors Association.
 4. Identify and understand laws and legal issues relating to the school counselor's role.
 5. Compare the principles of ethical practice between professional educators and professional school counselors
 6. Demonstrate an understanding of law and ethics that applies to elementary and secondary school counselors.
 7. Contrast the legal and ethical implications involved in the delivery of school guidance services.
 8. Demonstrate knowledge of technological competence and computer literacy.

- Skills:
1. Relate school guidance and counseling services to the legal aspects of providing educational services for all youth.
 2. Demonstrate professional leadership within the school, community, and education profession to improve student learning and well-being.
 3. Evaluate and interpret ethical standards to which school counselors subscribe.

- Dispositions:
1. Demonstrate an appreciation of the professional, moral, ethical, and legal responsibilities of the school counselor.
 2. Recognize the need for continuous study of legal and ethical issues through activities in professional development.
 3. Demonstrate a value base in the work setting that recognizes the basic rights, individuality, and cultural uniqueness of students and education personnel.

Text for course:

Corey, G., Corey, M., & Callanan, P. (2011). Issues and ethics in the helping professions (8th ed.). Belmont, CA: Brooks/Cole Publishing Company. (Required)

Recommended as Resources to enrich course understanding:

ACA Code of Ethics (2014) download from American Counseling Association website: www.counseling.org/

Ethics Desk Reference for Counselors by Jeffery E. Barnett and W. Brad Johnson (See ordering instructions on website: www.counseling.org/)

Course Format:

This course is presented in a WEB format. It will include a combination of reading assignments, individual projects, structured Blackboard class discussions, communication between the student and professor through written work prepared outside of class, and a Final Exam.

Course Requirements:

Assigned readings, Discussion Board Requirements, Critical Thinking Paper (4-6 pages), Research Project, and a Final Exam. The grading scale is as follows:

Student Evaluation Criteria and Procedures

Points Possible = 400

Posting on Blackboard	100 points
4-6 Page Critical Thinking Paper on basic legal and ethical issues for school counselors (See Directions)	100 points
Research Project (See directions)	100 points
Final Exam	100 points

Each project is worth 25% of your final grade.

Grading Scale

90-100 = A

80-89 = B

70-79 = C

Below 70 average is a failing grade.

1. See specific directions for making required posts to each Forum on Blackboard - read Announcements, Content, and Discussion throughout the course. Notice deadlines.
2. Each student must write a Critical Thinking Paper (4-6 pages) that includes his/her thoughts on the topics in the Scoring Rubric in this syllabus. (Steps in Making Ethical Decisions (Chapter 1), Values and Value Conflicts (Chapter 3), Confidentiality, Privileged Communication, and Privacy (Chapter 6), Managing Boundaries and Multiple relationships (Chapter 7), Informed Consent in Counseling Practices (Chapter 5), and Informed Consent in Supervision (Chapter 9). Critical Performance to be entered in the Grade Center (Access through "Content") Wednesday, June 21, 2017 deadline.
3. Each student will research "Legal and Ethical Issues in School Counseling" and review five articles of interest. You will write a short summary of each article – primarily providing your analysis and personal perspective of the ethical and professional issues involved in the article (Cite appropriate ACA Ethical Standards). Critical Performance to be entered in the Grade Center (Access through "Content") Wednesday, June 21, 2017 deadline.
4. Final Exam – the Final Exam will cover topics discussed in Chapters 1-12. It will be on Blackboard. The format will be a combination of True/False and Multiple-Choice statements; the time limit is 30 minutes (Friday, June 23, 2017). You will access the exam through "Content."

NOTE: Students in CNS 666 will be required to electronically upload two documents to the Grade Center on Blackboard by Wednesday, June 21, 2017. You will submit a Critical Thinking Paper (4-6 pages) which demonstrates that you have acquired appropriate knowledge, skills, dispositions, values, and understanding to make ethical judgment calls about legal and ethical issues related to the practice of school counseling; you will also complete a Research Project and write a paper (4-6 pages) summarizing your articles. Final Grades will not be recorded until your Critical Performances have been uploaded.

9. Use of current research:

"Students are expected to use literature reviews to define the most contemporary information on all course research assignments. Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard Site."

10. Use of technology in course delivery:

This course will use Blackboard for announcements, assignments, and discussions; to distribute reading materials and for submission of papers; email for communication and submission of papers via attachments; and require students to upload Critical Performances to the Electronic Portfolio System, etc. Students will be advised initially of any technological competencies expected to successfully complete the course.

11. Students with Disabilities Who Require Accommodations:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

12. Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

13. Academic Performance:

As a graduate student and professional-in-training, your graduate studies should be viewed from the perspective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at:

http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Most courses will include a statement on attendance in the syllabus. You should be aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.

Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for all assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

14. Flexibility Clause:

The requirements, assignments, policies, evaluation procedures, etc mentioned above are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

15. Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

When to Read the Text: You are expected to read the assigned chapters BEFORE completing work on Blackboard.

Office Hours: Monday - Friday by appointment.

Please Note: CNS 666 is a WEB course. This course will not meet face-to-face. In addition to the requirements listed on this syllabus, students are required to complete all assignments on Blackboard (including the Final Exam) by the listed deadline.

Proposed Schedule
CNS 666
Legal and Ethical Issues in Counseling

Work for this course will be divided into three forums with deadlines for each section.

May 15, 2017 Chapter One, "Introduction to Professional Ethics"
 Chapter Two, "The Counselor as a Person and as a Professional"

Chapter Three, "Values and the Helping Relationship"
Chapter Four, "Multicultural Perspectives and Diversity Issues"
Chapter Five, "Client Rights and Counselor Responsibilities"

(Postings for Chapters 1-5, Forum I, must be completed on Blackboard by Friday, May 26, 2017.)

May 26, 2017 Chapter Six, "Confidentiality: Ethical and Legal Issues"
Chapter Seven, "Managing Boundaries and Multiple Relationships"
Chapter Eight, "Professional Competence and Training"
Chapter Nine, "Issues in Supervision and Consultation"
Case Studies - Discussion

(Postings for Chapters 6-9, Forum II, must be completed on Blackboard by Friday, June 9, 2017.)

June 9, 2017 Chapter Ten, "Issues in Theory and Practice"
Chapter Eleven, "Ethical Issues in Couples and Family Therapy"
Chapter Twelve, "Ethical Issues in Group Work"
Case Studies - Discussion
Chapter Thirteen, "Ethical Issues in Community Work"

(Postings for Chapters 10-13, Forum III, must be completed on Blackboard by the end of the day on Wednesday, June 21, 2017.) Final Exam (Chapters 1-12) available on Blackboard on Friday, June 23, 2017 (30 minutes to complete after you log on). Access through "Content."

All work for this course must be completed by the end of the day on Friday, June 23, 2017. This syllabus and grading requirements may be changed if unforeseen, extenuating circumstances occur.

Please Note: Each student is expected to contribute meaningfully to Blackboard Discussions. You are also expected to read all assigned chapters in depth prior to attempting to complete the required work on Blackboard.

CRITICAL PERFORMANCE MEASUREMENT FOR

CNS 666 LEGAL AND ETHICAL ISSUES

4-6 Page Critical Thinking Paper

Demonstrate an understanding of law and ethics that applies to elementary and secondary school counselors	Exemplary (4)	Satisfactory (3)	Objective Partially Met (2)	Objective Not Met (1)
Steps in Making Ethical Decisions				
Values and Value Conflicts				
Confidentiality, Privileged Communication, and Privacy				
Managing Boundaries and Multiple Relationships				
Informed Consent in Counseling Practices and Informed Consent in Supervision				

Comments:

Student's Name: _____

CRITICAL PERFORMANCE MEASUREMENT FOR RESEARCH PROJECT

Evaluation Criteria (CNS 666)	Exemplary (4)	Satisfactory (3)	Objective Partially Met (2)	Objective Not Met (1)
Is the article recent (published during the last 5 years)?				
Does this article relate to the ethical and professional issues that most affect the actual practice of school counselors?				
Is the Summary well written (clear with correct grammar and sentence structure)?				
Does the student's analysis of the ethical and professional issues in the article indicate an understanding of the legal/ethical issues presented in Corey, Corey, and Callahan (2012)?				

Comments:

Student's Name: _____ Date: _____