COUN 6311 Syllabus

Professional, Ethical, and Legal Issues in Counseling

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TERM: SUMMER I 2019
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EMAIL: EUNICE.LERMA @UTRGV.EDU
MEETING TIMES AND LOCATION: TUESDAY & THURSDAY; Sabel Hall 2.112
OFFICE LOCATION: BNOL 107
OFFICE HOURS: BY APPOINTMENT

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the online grades each time a grading session has been complete—typically seven (7) days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material


Additional Recommended Study Aids for the CPCE:


Professional, Ethical, and Legal Issues in Counseling
DEPARTMENT OF COUNSELING


Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:

**Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the third Saturday in September and the first Saturday in February. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.**


Course Description and Prerequisites

This course focuses on the ethics codes of professional counseling organizations with a major emphasis on professional standards, ethical principles and legal considerations in the counseling profession.

**Prerequisites:** COUN 6310
This course has been deemed suitable by the UTRGV Department of Counseling for hybrid (i.e. part in-class, part-online) presentation. If the instructor opts to employ a hybrid model, the following minimal mandatory interactive features will comprise part of the online component:

- Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent peer review.
- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.
- Other features of UTRGV’s learning management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course shell to students, but not required. These include an open question-and-answer forum, chat, and videoconferencing.

Rationale: This course is designed to provide an overview of ethics and legal issues in the practice of professional counseling. The student will learn to understand different levels of analysis in evaluating ethical dilemmas, how to reconcile the ideal of serving the client’s needs in the context of often contradictory legal and ethical guidelines, the importance of consultation in arriving at balanced responses to ethical dilemmas, and the importance of considering ethics from a multicultural perspective. The student will also learn ways to guard against the threat of litigation without subordinating the client’s needs, including effective record keeping, consultation, self-care, personal therapy, therapist transparency, and client participation.

CEP Program Policies

- Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your
D epartment of Counseling

Employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

Course Topics:
Course topics include legal and ethical issues; values and the helping relationship, confidentiality, multicultural perspectives, current issues/topics; consultation, record keeping, professional competence/training, American Counseling Association (ACA) Code of Ethics, American School Counseling Association (ASCA) Code of Ethics, and boundary issues.

Instructional Methods and Activities:
Most didactic material in the course will be covered by traditional experiences, which include lecture, class discussion, demonstration, and experiential activities. Student self-exploration, self-disclosure, and collaboration with peers will be integral for this course. Field experience and Blackboard may be utilized.

1. Discussions
2. Group work
3. Readings from textbook and professional journals
4. Counseling interview with professional counselor
5. Self-awareness/exploration activities
6. Writing assignments
7. Examinations
8. Presentation
9. Seminar

Learning Objectives/Outcomes for the Course
<table>
<thead>
<tr>
<th>Program Learning Outcomes Core Areas</th>
<th>Data Collected and Key Assessment Measures</th>
<th>How and When Collected</th>
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<tbody>
<tr>
<td><strong>Professional Orientation and Ethical Practice</strong></td>
<td>Counseling Identity/Personal Beliefs Statement</td>
<td>COUN 6310 &amp; 6369</td>
</tr>
<tr>
<td></td>
<td>Advocacy Project</td>
<td>COUN 6310</td>
</tr>
<tr>
<td></td>
<td>CPCE Professional Orientation sub-standard (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
<tr>
<td><strong>Social and Cultural Diversity</strong></td>
<td>Comprehensive genogram</td>
<td>COUN 6364</td>
</tr>
<tr>
<td></td>
<td>Comprehensive project on specific population</td>
<td>COUN 6364</td>
</tr>
<tr>
<td></td>
<td>CPCE Social and Cultural Diversity (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
<tr>
<td><strong>Human Growth and Development</strong></td>
<td>Developmental autobiography and theoretical framework</td>
<td>COUN 6304</td>
</tr>
<tr>
<td></td>
<td>Group developmental theory project and presentation</td>
<td>COUN 6304</td>
</tr>
<tr>
<td></td>
<td>CPCE Human Growth and Development (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
<tr>
<td><strong>Career Development</strong></td>
<td>Career development intervention Portfolio</td>
<td>COUN 6345</td>
</tr>
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<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Career autobiography and theory application</td>
<td>COUN 6345</td>
</tr>
<tr>
<td></td>
<td>CPCE Career Development (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
<tr>
<td>Counseling and Helping Relationships</td>
<td>Theoretical orientation paper</td>
<td>COUN 6328</td>
</tr>
<tr>
<td></td>
<td>Counseling and case conceptualization final recording</td>
<td>COUN 6365</td>
</tr>
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<td></td>
<td>CPCE Counseling and Helping Relationships (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
<tr>
<td>Group Counseling and Group Work</td>
<td>Group proposal</td>
<td>COUN 6368</td>
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<td></td>
<td>Facilitate a group session with recording or live observation</td>
<td>COUN 6369</td>
</tr>
<tr>
<td></td>
<td>CPCE Group Counseling and Group Work (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
<tr>
<td>Assessment and Testing</td>
<td>Assessment administration</td>
<td>COUN 6314</td>
</tr>
<tr>
<td></td>
<td>Case analyses and treatment plan</td>
<td>COUN 6340</td>
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*Professional, Ethical, and Legal Issues in Counseling*
### Program Learning Outcomes Core Areas

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<td>CPCE Assessment and Testing (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
<tr>
<td>Research proposal</td>
<td>COUN 6301</td>
</tr>
<tr>
<td>School counseling developmental plan or clinical mental health program improvement and consultation project</td>
<td>COUN 6344 or COUN 6367</td>
</tr>
<tr>
<td>CPCE Research and Program Evaluation (-1 standard deviation below the mean)</td>
<td>COUN 6365</td>
</tr>
</tbody>
</table>

### Department of Counseling Program Learning Outcomes (PLOs)

**Professional Orientation and Ethical Practice**

Counseling graduate students will demonstrate a strong professional counseling orientation and identity.

**Measure 1**

Students will address elements of professional identity and personal philosophy through the completion of a Counseling Identity/Personal Beliefs Statement-Paper. (Knowledge)

**Criterion:** Students will achieve a minimum score of 80% on the Counseling Identity/Philosophy Paper in COUN 6310 and 6369.

**Measure 2**

Students will identify a legislative issue that is relevant to the counseling profession and complete the Advocacy Project articulating his or her position on the issue. (Knowledge and Skills)

**Criterion:** Students will achieve a minimum score of 80% on the Advocacy Project in COUN 6313.

**Measure 3**

Professional, Ethical, and Legal Issues in Counseling
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| Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum. (Knowledge)  
**Criterion:** Students will score within one standard deviation of the national mean on the professional orientation and ethical practice sub-section of the most recent administration of the national exam in COUN 6365. |  |

**Social and Cultural Diversity**

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Measure 1**

Students will complete a comprehensive genogram for the purpose of increasing self-awareness related to how their family’s background influenced student’s beliefs, values, attitudes, occupational and career choices, achievements, family rules, and more. (Knowledge and Skills)  
**Criterion:** Students will achieve a minimum score of 80% on the comprehensive genogram assignment in COUN 6364.

**Measure 2**

Student will complete the comprehensive group research project in order to increase exposure to a diverse population. (Knowledge)  
**Criterion:** Students will achieve a minimum score of 80% on the comprehensive group research project assigned in COUN 6364.

**Measure 3**

Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum. (Knowledge)  
**Criterion:** Students will score within one standard deviation of the national mean on the social and cultural diversity sub-section of the most recent administration of the national exam in COUN 6365.

**Human Growth and Development**

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

**Measure 1**
DEPARTMENT OF COUNSELING

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
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<th>HOW AND WHEN COLLECTED</th>
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</thead>
<tbody>
<tr>
<td>CORE AREAS</td>
<td></td>
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Students will complete a developmental autobiography in which they will create personal autobiographies to reflect their personal lifespan development. Each student will write a developmental self-assessment using the theories, ideas, discussions and research from class and readings. (knowledge and skills)

**CRITERION:** Students will achieve a minimum of 80% on their developmental autobiography assignment in COUN 6304

**Measure 2**

Students will complete a group developmental theory project and presentation. Students will present the characteristics of an assigned developmental stage, the results of a literature review on a chosen topic related to the particular developmental stage, and an activity/program to address the chosen topic/issue. (knowledge and skills)

**CRITERION:** Students will achieve a minimum of 80% on the group developmental theory project and presentation assignment in COUN 6304

**Measure 3**

Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum. (knowledge)

**CRITERION:** Students will score within one standard deviation of the national mean on the human growth and development sub-section of the most recent administration of the national exam in COUN 6365.

**Career Development**

Counseling graduate students demonstrate understanding and application of career development theory to help individuals with career planning and decisions.

**Measure 1**

Students will complete the Career Development Intervention Portfolio. (knowledge and skills)

**CRITERION:** Students will achieve minimum score of 80% on the Career Development Project in COUN 6345.

**Measure 2**

Students will write a Career Autobiography and Theory Application Planning in order to apply career development theory to their own lives. (knowledge and skills)
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**Criterion:** Students will achieve a minimum score of 80% on the Career Autobiography and Theory Application in COUN 6345.

**Measure 3**  
Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum. (Knowledge)  
**Criterion:** Students will score within one standard deviation of the national mean on the career development subsection of the most recent administration of the national exam in COUN 6365.

**Counseling and Helping Relationships**  
Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.

**Measure 1**  
Student will demonstrate understanding of theories through development of a theoretical orientation paper. (Knowledge).  
**Criterion:** Students will achieve a minimum score of 80% on theoretical orientation paper in COUN 6328.

**Measure 2**  
Students will demonstrate counseling and case conceptualization skills through digitally recorded sessions with a client in COUN 6365. (Skills)  
**Criterion:** Students will achieve a minimum score of 0 on all elements of the Counseling Session Rubric in COUN 6365.

**Measure 3**  
Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum. (Knowledge)  
**Criterion:** Students will score within one standard deviation of the national mean on the counseling and helping relationships subsection of the most recent administration of the national exam in COUN 6365.

**Group Counseling and Group Work**  
Students demonstrate competency in preparing and facilitation of group counseling.

**Measure 1**
### Program Learning Outcomes

#### Core Areas

<table>
<thead>
<tr>
<th>STUDENTS WILL WRITE A PROPOSAL FOR A PSYCHOEDUCATIONAL/COUNSELING GROUP WITH A SPECIFIC POPULATION (E.G., YOUNG BOYS/PARENTAL DIVORCE, ADOLESCENT GIRLS/BULLYING, COLLEGE STUDENTS/TEST ANXIETY, OLDER ADULTS/RETIREMENT PLANNING). (KNOWLEDGE)</th>
<th>CRITERION: STUDENTS WILL ACHIEVE A MINIMUM SCORE 80% ON THE GROUP PROPOSAL ASSIGNMENT IN COUN 6368</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS WILL FACILITATE A GROUP SESSION WITH RECORDING OR LIVE OBSERVATION DURING THE INTERNSHIP EXPERIENCE. (SKILLS)</td>
<td>CRITERION: STUDENTS WILL ACHIEVE A MINIMUM SCORE OF 80% ACCEPTABLE ON ALL AREAS OF THE FACULTY DESIGNED RUBRIC IN COUN 6369</td>
</tr>
<tr>
<td>STUDENTS WILL COMPLETE THE COUNSELING PROFESSION COMPREHENSIVE EXAM (CPCE) DURING THE SEMESTER IN WHICH THEY ARE ENROLLED IN PRACTICUM. (KNOWLEDGE)</td>
<td>CRITERION: STUDENTS WILL SCORE WITHIN ONE STANDARD DEVIATION OF THE NATIONAL MEAN ON THE GROUP COUNSELING AND GROUP WORK SUB-SECTION OF THE MOST RECENT ADMINISTRATION OF THE NATIONAL EXAM IN COUN 6365.</td>
</tr>
</tbody>
</table>

#### Assessment and Testing

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

#### Measure 1

<table>
<thead>
<tr>
<th>STUDENTS WILL ADMINISTER A BIOPSYCHOSOCIAL ASSESSMENT AND AN INSTRUMENT/TEST TO A VOLUNTEER/CLASSMATE. STUDENTS WILL SCORE IT/SUMMARIZE IT, AND INTERPRET IT. THE ADMINISTRATIONS SHOULD INCLUDE ONE SEMI-STRUCTURED INTERVIEW (BIOPSYCHOSOCIAL ASSESSMENT) AND ONE INSTRUMENT (EXAMPLE OQ-45). THE STUDENT WILL TURN IN A CASE STUDY REPORT USING THESE ASSESSMENTS. (KNOWLEDGE)</th>
<th>CRITERION: STUDENTS WILL ACHIEVE A MINIMUM SCORE OF 80% ON THE ASSESSMENT ADMINISTRATION ASSIGNMENT IN COUN 6314</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS WILL COMPLETE A CASE ANALYSIS AND TREATMENT PLAN, AND WILL BE ABLE TO UTILIZE ASSESSMENT DATA IN ORDER TO DEVELOP A TREATMENT PLAN. (KNOWLEDGE AND SKILLS)</td>
<td>---</td>
</tr>
<tr>
<td><strong>PROGRAM LEARNING OUTCOMES</strong></td>
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</tr>
<tr>
<td><strong>CORE AREAS</strong></td>
<td><strong>CRITERION:</strong> Students will achieve a minimum score of 80% on the case analysis and treatment plan assignment in COUN 6340.</td>
</tr>
<tr>
<td><strong>MEASURE 3</strong></td>
<td><strong>CRITERION:</strong> Students will score within one standard deviation of the national mean on the assessment and testing sub-section of the most recent administration of the national exam in COUN 6365.</td>
</tr>
<tr>
<td><strong>RESEARCH AND PROGRAM EVALUATION</strong></td>
<td>Students will demonstrate an understanding of quantitative and qualitative research methods as well as program evaluation to inform evidence-based practice.</td>
</tr>
<tr>
<td><strong>MEASURE 1</strong></td>
<td><strong>CRITERION:</strong> Students will achieve a minimum score of 80% on the research proposal assignment in COUN 6301.</td>
</tr>
<tr>
<td><strong>MEASURE 2 (SCHOOL)</strong></td>
<td><strong>CRITERION:</strong> Students will achieve a minimum score of 80% on the school counseling developmental plan in COUN 6344.</td>
</tr>
<tr>
<td><strong>MEASURE 2 (CLINICAL MENTAL HEALTH)</strong></td>
<td>Students will complete a clinical mental health program improvement and consultation project in order to address a counseling related issue. (KNOWLEDGE)</td>
</tr>
<tr>
<td><strong>CRITERION:</strong> Students will achieve a minimum score of 80% on the clinical mental health program improvement and consultation project in COUN 6367.</td>
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<tr>
<td><strong>MEASURE 3 (ALL SPECIALIZATIONS)</strong></td>
<td>Students will complete the counseling profession comprehensive exam (CPCE) during the semester in which they are enrolled in practicum. (KNOWLEDGE)</td>
</tr>
<tr>
<td><strong>CRITERION:</strong> Students will score within one standard deviation of the national mean on the research and program evaluation substandard of the most recent administration of the national exam in COUN 6365.</td>
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*Professional, Ethical, and Legal Issues in Counseling*
Table of Contents:

Alignment of Program Learning Objectives to National and State Standards

*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize an understanding of the history, philosophy, and trends of ethical standards and legal statutes.</td>
<td>SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as ethical practice, career development, human growth and development, social and cultural diversity, and assessment.</td>
<td>Standard I (6), (8), (9) Standard II (3), (4), (5) Standard III (3), (4) Standard IV (1), (2), (3) Standard V (3), (4), (8) Standard VI (3), (4)</td>
<td>2.F.1.d, e, g, l, k, l 2.F.3.i 2.F.4.j 2.F.5.d 2.F.6.g 2.F.7.m 2.F.8.j 5.C.2.i, l, m 5.G.2.m, n</td>
</tr>
<tr>
<td>Research and discuss important professional issues, including legal/ethical, that are relevant in</td>
<td>SLO5: Counseling graduate students will demonstrate knowledge and</td>
<td>Standard I (6), (8), (9) Standard II (3), (4), (5) Standard III (3), (4)</td>
<td>2.F.1.d, e, g, l, k, l 2.F.3.i 2.F.4.j 2.F.5.d 2.F.6.g 2.F.7.m</td>
</tr>
</tbody>
</table>
## Course Objectives

- Counseling practice and counselor education.
- Identify and critique several ethical decision making models.

## Program SLOs

- Proficiency in CACREP core counseling areas such as **ethical practice**, career development, human growth and development, social and cultural diversity, and assessment.

## TEA Standards

- **Standard IV**: (1), (2), (3)
- **Standard V**: (3), (4), (8)
- **Standard VI**: (3), (4)

## CACREP Standards

- 2.F.8.j
- 5.C.2.i, l, m
- 5.G.2.m, n

### SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as **ethical practice**, career development, human growth and development, social and cultural diversity, and assessment.

- **Standard I**: (6), (8), (9)
- **Standard II**: (3), (4), (5)
- **Standard III**: (3), (4)
- **Standard IV**: (1), (2), (3)
- **Standard V**: (3), (4), (8)
- **Standard VI**: (3), (4)

- 2.F.1.d, e, g, i, k, l
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- 2.F.4.j
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<td>Apply knowledge of ethical standards and legal statutes to several ethical dilemmas in counseling.</td>
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<td>Differentiate and critique ethical codes.</td>
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<td><strong>Standard I</strong>&lt;br&gt;(6), (8), (9)&lt;br&gt;<strong>Standard II</strong>&lt;br&gt;(3), (4), (5)&lt;br&gt;<strong>Standard III</strong>&lt;br&gt;(3), (4)&lt;br&gt;<strong>Standard IV</strong>&lt;br&gt;(1), (2), (3)&lt;br&gt;<strong>Standard V</strong>&lt;br&gt;(3), (4), (8)&lt;br&gt;<strong>Standard VI</strong>&lt;br&gt;(3), (4)</td>
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*Professional, Ethical, and Legal Issues in Counseling*
### Department of Counseling

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<tr>
<td></td>
<td>SLO5: Illustrate awareness and understanding of professional issues relevant to the counseling profession.</td>
<td>Standard II (3), (4), (5)</td>
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<tr>
<td>Implement effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels that affect the quality and accessibility of mental health services</td>
<td>SLOS: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as ethical practice, career development, human growth and development, social and cultural diversity, and assessment.</td>
<td>Standard I (6), (8), (9) Standard II (3), (4), (5) Standard III (3), (4) Standard IV (1), (2), (3) Standard V (3), (4), (8) Standard VI (3), (4)</td>
<td>2.F.1.d, e, g, l, k, l 2.F.3.i 2.F.4.j 2.F.5.d 2.F.6.g 2.F.7.m 2.F.8.j 5.C.2.i, l, m 5.G.2.m, n</td>
</tr>
<tr>
<td>Demonstrate ability to recognize his/her own limitations as a CMHC and to seek</td>
<td>SLOS: Counseling graduate students will</td>
<td>Standard I (6), (8), (9) Standard II (3), (4), (5)</td>
<td>2.F.1.d, e, g, l, k, l 2.F.3.i 2.F.4.j 2.F.5.d</td>
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</tbody>
</table>
supervision or refer clients when appropriate.
demonstrate knowledge and proficiency in CACREP core counseling areas such as ethical practice, career development, human growth and development, social and cultural diversity, and assessment.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>supervision or refer clients when appropriate.</td>
<td>demonstrate knowledge and proficiency in CACREP core counseling areas such as ethical practice, career development, human growth and development, social and cultural diversity, and assessment.</td>
<td>Standard III (3), (4) Standard IV (1), (2), (3) Standard V (3), (4), (8) Standard VI (3), (4)</td>
<td>2.F.6.g 2.F.7.m 2.F.8.j 5.C.2.i, l, m 5.G.2.m, n</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

- Students must attend one seminar from the Counseling & Guidance Faculty Seminar Series offerings for this semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA. (Not required during summer semesters)

  A. Students must turn in a one-page reflection paper based on their seminar experience.

- Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled. (Not required during summer semesters)

  A. Students must turn in a one-page reflection paper based on the book they read.
• **Professional Liability Insurance.** Before students can begin to accumulate direct hours, each student is required to purchase professional liability insurance. I encourage you to do this as soon as possible and bring a copy of your evidence of coverage. **YOU WILL NOT BE ABLE TO SEE CLIENTS WITHOUT COVERAGE.** There are several companies that offer this. If you are a student member of the American Counseling Association (ACA) then your membership fees automatically covers you and includes all the benefits of being an ACA member (this runs about $70); if you are not a member or are not interested in becoming one you can obtain coverage through [http://www.hpso.com/](http://www.hpso.com/) for approximately $29.50 (per year). Should you choose to go through HSPO for coverage click student and either clinical or school counselor. Please email me with additional questions regarding this.

• Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. **Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program.**

Major Requirements, Demonstration of Mastery and Evaluation Assignments and Assessments

1. **Personal Beliefs Statement (10%)**: This paper should outline your motivations for choosing a career in the counseling profession. The following questions should guide you in completing this requirement: what cultural beliefs, values, and experiences led you to consider a career in counseling; why do you view counseling as an important field today; what are your thoughts about how people change; what counseling settings and/or populations are you interested in serving; what skills do you believe
DEPARTMENT OF COUNSELING

you already possess that will help you in this field; what skills do you hope to gain from this program; and what are some of your career goals related to counseling?

You must use the American Psychological Association (APA) 6th edition. This paper should be typed, doubled-spaced, and the body of the paper should be a minimum of 4-6 pages in length.

2. Counseling Interview Reaction Paper (10%): You will interview in person (face-to-face) a counselor (e.g., school, community, or career). The professional counselor must have their master’s degree in counseling. Also, you may not interview a family member or close friend for this assignment. This would be considered a dual relationship. Interview questions will be provided on blackboard.

You are to write a Reaction Paper to the interview and indicate issues that raised salience for you about the counseling profession. Such issues may include training, roles and responsibilities, counseling approaches and/or theories used, current issues within the field, or counseling ethics. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. Please do not offer a summary of the interview as I am looking for your reflection on the interview. This paper should be typed, double-spaced, and the body of the paper should be a minimum of 3-4 pages in length.

3. Research Paper (20%) & Presentation (10%): This paper should be about a topic related to counseling applications (Career Counseling over the Life Span, Marriage, Couple, and Family Counseling, Professional School Counseling, College Counseling and Student-Life Service, Abuse and Disability, Mental Health and Community Counseling). Formal rules of writing should be followed. The paper should include at least 8 references from peer-reviewed articles from scholarly journals; your textbook should not be used as a reference. You must use the American Psychological Association (APA) 6th style. The body of the paper should be a minimum of 6-8 pages in length. The presentation should be no more than 20-30 minutes in length.

The research paper should include the following: Title page, abstract (learning objectives), introduction to special topic and population, significance of topic, brief literature review about previous research, implications for counselors, implications for research, conclusion, and references.
4. Advocacy Project (10%): As counselors and agents of social change, we impact the community and profession in a variety of ways. Our voices and knowledge create change for our profession and our clients. There are many ways to effect change, including contacting legislative bodies that create laws that effect our profession and clients, providing direct services to raise awareness of an issue, addressing concerns of clients, helping counselors correct injustices, advocating to improve conditions for an individual or groups, and/or researching human services for our clients and ourselves. Such opportunities involve education and advocacy. You must engage in at least one service learning project below:

1. Advocacy Project 1: Counselor Advocacy through Legislative Influence: You also have the option to write a letter or email related to legislative action. You will need to explore the American Counseling Association (ACA) and Texas Counseling Association (TCA) websites to become aware of the need for various legislative actions. Examples include legislative actions that provide reimbursement for counselors’ services, promote counselors’ rights to practice within the limits of their training (e.g., counselors’ rights to use assessment instruments), or advocate for services for students in schools. To create a thoughtful and well-informed letter/email, you will need to engage in research on the subject and include information in your letter/email with correct referencing of resources (you must cite at least three professional references of research in the body of your letter). You may not use a standard letter that an organization has prepared (this is plagiarism and will result in failure of the assignment and possibly the course). This letter/email must be in your own words although you can use template letters to inform your letter. Finally, a copy of the letter or email is to be provided to the instructor with some evidence that your letter or email was sent. You must submit a one (1)-page reflection paper on your experience and attach your email or letter.

2. Advocacy Project 2: Counselor Advocacy through Experiential Activity. You also have the option to participate in an organized mental health community event that focuses on helping an underrepresented population or raises awareness to an issue in our community. You will be responsible for contacting the person/agency and will be required to actively participate in the activity and/or aid in the facilitation of the activity (volunteer minimum of 3 hours). It is important to note that contacting...
the Center for Civic Engagement can also help you in finding such opportunities. You must submit a one (1)-page reflection paper on your experience.

5. Quizzes & Exams (25%): Quizzes for each class meeting will be given throughout the semester. Exams will be based on assigned readings and class discussions. These quizzes and exams will be averaged by unit to provide one (1) combined exam grade per unit for a total of the examination grades. Students will NOT be allowed to make-up quizzes or exams after the due date.

6. Discussion Board (5%): Students are expected to participate actively in discussions. To do this you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion question-unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area one (1) day before the class meeting. Comment to other learners' posts are due one (1) day after the class meeting.

7. Counseling Demonstrations & Experiential Activities (10%): The following activities will be completed Face-to-Face (F2F) in class and cannot be made up due to absence from class.

1. In small groups, identify and critique two ethical decision making models, highlighting the strengths and limitations of each. Findings will be presented to the class.
2. In small groups, apply knowledge of ethical standards and legal statutes to resolve several ethical dilemmas in counseling. Findings will be presented to the class.
3. In small groups, differentiate and critique ethical codes for ACA, ASCA, and Texas LPC. Findings will be presented to the class.
4. In small groups, role-play scenarios to illustrate awareness and understanding of professional issues relevant to the counseling profession. Role-plays will be presented to the class.

*Reading List and Seminar reflections are not completed during summer courses.*

**Evaluation and Grading:** Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the UTRGV Grading System Policies and Procedures. The final grade will be based on the following requirements:

<table>
<thead>
<tr>
<th>Activity/Assessment</th>
<th>CACREP</th>
<th>TEA</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Beliefs Statement</td>
<td>2.F.1.d, e, g, l, k, l; 2.F.3.i; 2.F.4.j; 2.F.5.d; 2.F.6.g; 2.F.7.m; 2.F.8.j; 5.C.2.i, l, m; 5.G.2.m, n</td>
<td>I: (6), (8), (9); II: (3), (4), (5); III: (3), (4), IV: (1), (2), (3); V: (3), (4), (8); VI: (3), (4)</td>
<td>15%</td>
</tr>
<tr>
<td>Counseling Interview Reaction Paper</td>
<td>2.F.1.d, e, g, l, k, l; 2.F.3.i; 2.F.4.j; 2.F.5.d; 2.F.6.g; 2.F.7.m; 2.F.8.j; 5.C.2.i, l, m; 5.G.2.m, n</td>
<td>I: (6), (8), (9); II: (3), (4), (5); III: (3), (4), IV: (1), (2), (3); V: (3), (4), (8); VI: (3), (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper (20%) &amp; Presentation (10%)</td>
<td>2.F.1.d, e, g, l, k, l; 2.F.3.i; 2.F.4.j; 2.F.5.d; 2.F.6.g; 2.F.7.m; 2.F.8.j; 5.C.2.i, l, m; 5.G.2.m, n</td>
<td>I: (6), (8), (9); II: (3), (4), (5); III: (3), (4), IV: (1), (2), (3); V: (3), (4), (8); VI: (3), (4)</td>
<td>20%/10%</td>
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## Department of Counseling

<table>
<thead>
<tr>
<th>Component</th>
<th>2.F.1.d, e, g, l, k, l; 2.F.3.i; 2.F.4.j; 2.F.5.d; 2.F.6.g; 2.F.7.m; 2.F.8.j; 5.C.2.i, l, m; 5.G.2.m, n</th>
<th>I: (6), (8), (9); II: (3), (4), (5); III: (3), (4); IV: (1), (2), (3); V: (3), (4), (8); VI: (3), (4)</th>
<th>15%</th>
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<tbody>
<tr>
<td>Advocacy Project</td>
<td></td>
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<tr>
<td>Exams</td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Counseling Demonstrations &amp; Experiential Activities</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
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</table>

### UTRGV Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100%–90%</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>59% - 0%</td>
</tr>
</tbody>
</table>

*Professional, Ethical, and Legal Issues in Counseling*
Methods of Course Instruction

1. Face-to-face and online discussions
2. Group work
3. Readings from textbook
4. Readings from professional journals
5. Writing assignments
6. Examinations
7. Presentations
8. Reflective and guided learning

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:
This course will be delivered partially online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn. Readings, Lectures, Discussions, and Assessments, should be completed BEFORE class.

Learning Modules/Units/Weeks/Chapters

Module 1: Introduction to Professional Ethics / The Counselor as a Person & as a Professional
Class 1  
Read: Chapters 1-2  
View: Lecture #1 (Online)  
Complete: Discussion #1  
Assessment: QUIZ #1  
Assignment: Class Reaction Paper Assignment (online)

Module 2: Values & The Helping Relationship / Multicultural Perspectives & Diversity Issues
Class 2  
Read: Chapters 3-4  
View: Lecture #2 (Online)  
Complete: Discussion #2

*Professional, Ethical, and Legal Issues in Counseling*
Assessment: QUIZ #2
Assignment: Personal Beliefs Statement Assignment (online)

Module 3: Client Rights & Counselor Responsibilities / Confidentiality: Ethical & Legal Issues
Class 3  Read: Chapters 5-6
View: Lecture #3 (Online)
Complete: Discussion #3
Assessment: QUIZ #3
Assignment: Ethical Decision-Making Models Activity (F2F)

Module 4: Review Chapters 1-6
Class 4  Review: Chapters 1-6
View: Lecture #4 (Online)
Complete: Discussion #4
Assessment: EXAM #1
Assignment: Counseling Interview Reaction Paper Assignment (online)

Module 5: Managing Boundaries & Multiple Relationships / Professional Competence & Training
Class 5  Read: Chapters 7-8
View: Lecture #5 (Online)
Complete: Discussion #5
Assessment: QUIZ #4
Assignment: Differentiate Ethical Codes Activity (F2F)

Module 6: Ethical Issues in Supervision / Issues in Theory & Practice
Class 6  Read: Chapters 9-10
View: Lecture #6 (Online)
Complete: Discussion #6
Assessment: QUIZ #5
Assignment: Letter to State Legislator Assignment (online)

Module 7: Ethical Issues in Couples & Family Therapy / Group Work / Community & Social Justice

Professional, Ethical, and Legal Issues in Counseling
Class 7  
**Read:** Chapters 11-13  
**View:** Lecture #7 (Online)  
**Complete:** Discussion #7  
**Assessment:** QUIZ #6  
**Assignment:** Ethical Dilemma Activity (F2F)

**Module 8:** Review Chapters 7-13  
Class 8  
**Read:** Chapters 11-13  
**View:** Lecture #8 (Online)  
**Complete:** Discussion #8  
**Assessment:** EXAM #2  
**Assignment:** Formal Research Paper Assignment (online)

**Note:** Most materials used in conjunction with the course are subject to copyright protection.

**Discussion Forums**  
You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

**Forums versus Email**

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post
DEPARTMENT OF COUNSELING

comments following the completion of discussion indicating my general impressions of the comments and conclusions.

GRADING POLICIES
State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

Course Policies

Participation
Online or partially online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes
place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course. If you miss more than 2 classes without notifying the instructor, you will receive a reduction of a full letter grade on your final grade.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments
All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills
All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette
Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to
others. The netiquette described here is amended to ensure your success in this course.

• When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
• Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Time Commitment
Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

UTRGV POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive
academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

**ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**SCHOLASTIC INTEGRITY:**
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to
commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.
Calendar of Activities

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login.

Required Reading List for Graduate Students in Counseling & Guidance Program

This is a reading list for graduate students in the Counseling & Guidance Program. It contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,

Counseling & Guidance Faculty


Professional, Ethical, and Legal Issues in Counseling


*Professional, Ethical, and Legal Issues in Counseling*


### DEPARTMENT OF COUNSELING

#### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Goal</th>
<th>Learning Objectives</th>
<th>Assessment</th>
<th>Learning Activities</th>
<th>Materials/ Technology</th>
</tr>
</thead>
</table>
| Module 1 | #1          | • Synthesize an understanding of the history, philosophy, and trends of ethical standards and legal statutes in the counseling profession. | • Read Chapters 1-2 | • Quiz 1 • Discussion 1 • Quiz 2 • Discussion 2 | Online
• Lecture recording
• Discussion Forum
• YouTube videos

| Module 2 | #2          | • Research and discuss five main ethical standards in counseling practice, provide an example for each potential violation to avoid, and explain how they relate to your personal beliefs. | • Quiz 1 • Discussion 1 | • Quiz 1 • Discussion 2 | Online
• Lecture recording
• Discussion Forum
• YouTube videos

| Module 2 | #2          | • Research and discuss five main ethical standards in counseling practice, provide an example for each potential violation to avoid, and explain how they relate to your personal beliefs. | • Quiz 1 • Discussion 1 | • Quiz 1 • Discussion 2 | Online
• Lecture recording
• Discussion Forum
• YouTube videos

### Professional, Ethical, and Legal Issues in Counseling
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<table>
<thead>
<tr>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 3</td>
</tr>
<tr>
<td>6/11</td>
</tr>
<tr>
<td><strong>#3</strong></td>
</tr>
<tr>
<td><strong>Identify and critique two ethical decision making models, highlighting the strengths and limitations of each.</strong></td>
</tr>
<tr>
<td><strong>Quiz 3</strong></td>
</tr>
<tr>
<td><strong>Discussion 3</strong></td>
</tr>
<tr>
<td><strong>Ethical Decision-Making Models Activity</strong></td>
</tr>
<tr>
<td><strong>Counseling Identity/Personal Beliefs Statement Paper</strong></td>
</tr>
<tr>
<td><strong>Read Chapters 5-6</strong></td>
</tr>
<tr>
<td><strong>In-class experiential activity</strong></td>
</tr>
<tr>
<td><strong>Online</strong></td>
</tr>
<tr>
<td><strong>1. Discussion Forum</strong></td>
</tr>
<tr>
<td><strong>In Class</strong></td>
</tr>
<tr>
<td><strong>1. Case studies</strong></td>
</tr>
<tr>
<td><strong>2. Role-playing</strong></td>
</tr>
<tr>
<td><strong>3. Group activities</strong></td>
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<table>
<thead>
<tr>
<th>Module 4</th>
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<tbody>
<tr>
<td>Class 4</td>
</tr>
<tr>
<td>6/13</td>
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<tr>
<td><strong>#4</strong></td>
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<tr>
<td><strong>Apply ethical standards and legal statutes to assigned ethical dilemmas in counseling.</strong></td>
</tr>
<tr>
<td><strong>EXAM 1</strong></td>
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<tr>
<td><strong>Discussion 4</strong></td>
</tr>
<tr>
<td><strong>Research Paper</strong></td>
</tr>
<tr>
<td><strong>Review Chapters 1-6</strong></td>
</tr>
<tr>
<td><strong>In-class experiential activity</strong></td>
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<tr>
<td><strong>Online</strong></td>
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<tr>
<td><strong>1. Discussion Forum</strong></td>
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<td><strong>In Class</strong></td>
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*Professional, Ethical, and Legal Issues in Counseling*
## DEPARTMENT OF COUNSELING

<table>
<thead>
<tr>
<th>Module</th>
<th>Class</th>
<th>#</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Online Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 5</td>
<td>5</td>
<td>#5</td>
<td>1. Case studies 2. Role-playing 3. Group activities</td>
<td>Read Chapters 7-8 In-class experiential activity</td>
<td>1. Discussion Forum</td>
</tr>
<tr>
<td>Class 5</td>
<td>6/18</td>
<td></td>
<td>1. Case studies 2. Role-playing 3. Group activities</td>
<td>Read Chapters 7-8 In-class experiential activity</td>
<td>1. Discussion Forum</td>
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</tbody>
</table>
|           |       |   | • Differentiate and critique the similarities and differences in the ethical codes for ACA, ASCA, and LPC. | Quiz 4  
• Discussion 5  
• Differentiate Ethical Codes Activity  
• Interview of a Professional Counselor Assignment |                                                      |
|           |       |   | • Research Presentations                                                                    |                                                        |                                                      |
| Module 6  | 6     | #6 | 1. Case studies 2. Role-playing 3. Group activities                                          | Read Chapters 9-10 In-class experiential activity        | 1. Discussion Forum                                  |
| Class 6   | 6/20  |   | 1. Case studies 2. Role-playing 3. Group activities                                          | Read Chapters 9-10 In-class experiential activity        | 1. Discussion Forum                                  |
|           |       |   | • Illustrate awareness and understanding of professional issues relevant to the counseling profession. | Quiz 5  
• Discussion 6  
• Read Chapters 9-10  
• In-class experiential activity |                                                      |
|           |       |   | • Research Presentations                                                                    |                                                        |                                                      |
| Module 7  | 7     | #7 | 1. Case studies 2. Role-playing 3. Group activities                                          | Read Chapters 11-13                                     | Online                                               |
| Class 7   |       |   | 1. Case studies 2. Role-playing 3. Group activities                                          | Read Chapters 11-13                                     |                                                      |
|           |       |   | • Implement effective strategies to support client advocacy and influence                   | Quiz 6  
• Discussion 7  
• Read Chapters 11-13 |                                                      |
|           |       |   | • Research Presentations                                                                    |                                                        |                                                      |

**Professional, Ethical, and Legal Issues in Counseling**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</table>
| 6/25     | Public policy and government relations on local, state, and national levels that affect the quality and accessibility of mental health services.  
           | • Research Presentations                                                |
|          | • Ethical Dilemma Activity                                              |
|          | • In-class experiential activity                                        |
|          | 1. Discussion Forum                                                     |
|          | In Class  
           | 1. Case studies  
           | 2. Role-playing  
           | 3. Group activities                                                  |
| Module 8 | • Demonstrate ability to recognize personal limitations as a professional counselor by appropriately seeking supervision or referring clients when appropriate.  
           | • Research Presentations                                                |
| Class 8  | • EXAM 2  
           | • Discussion 8  
           | • Advocacy Project                                                      |
| 6/27     | • Review Chapters 7-13                                                  |
|          | • In-class experiential activity                                        |
|          | Online  
           | 1. Discussion Forum                                                     |
|          | In Class  
           | 1. Case studies  
           | 2. Role-playing  
           | 3. Group activities                                                  |
| Class 9  | • Research Presentations                                                |
| 7/2      | • • •                                                                    |
|          | In Class  
           | 1. Case studies  
           | 2. Role-playing  
           | 3. Group activities                                                  |