I. Course Description

CNEP 6315 Professional, Legal, and Ethical Issues in Counseling This course provides an in depth examination of professional, ethical, and legal issues in counselor education and the behavioral sciences. Major issues, including ethical and legal concerns, standards of conduct, and codes of ethics are covered. The NBCC, ACA, IAMFC, ASCA and the Texas LPC Codes of Ethics along with ethical decision making models are critiqued. The seminar focuses on current and future issues concerning the profession. A Professional Development Plan is required including; local, state & national organization membership goals, attendance plans for local/ state/national meetings, conference presentation plans, research agendas, publishing agendas, plans for teaching under supervision, plans to develop supervisory skills, and personal wellness plans. The course emphasizes faculty/student collaboration, professional identity, and serves as an orientation to the doctoral program.

II. Rationale

This course is designed to provide the professional foundation for doctoral students. Students develop a Professional Development Plan that guides them throughout their course of study.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. School Counselor (State Adopted)
   1. Learner Centered Knowledge
   2. Lerner Centered process
   3. Learned Centered Professional Development
   4. Equity in Excellence for All Learners
   5. Learner Centered

B. Professional Counselor (Academic Competencies required by Texas State Board of Licensed professional Counselors)
   1. Counseling Methods/Techniques
   2. Social, Cultural, and Family Issues
   3. Ethics and Professional Issues

C. Marriage and Family therapist (Academic Areas required by the Texas State Board of Examiners of Marriage and Family therapists)
   1. Assessment and treatment in family therapy
   2. Ethics and professional issues
   3. Human development
   4. Family studies
IV.  TExES Competencies

A. 001 Human Development  
B. 002 Environmental Influences  
C. 003 Diversity  
D. 004 Program Management  
E. 005 Developmental Guidance Program  
F. 006 Responsive Services  
G. 007 Individual Planning  
H. 008 Assessment  
I. 009 Consultation and Collaboration  
J. 010 School Home Relationship  
K. 011 School-Community Relationship  
L. 012 Ethical, Legal, and Professional Standards

V.  Course Objectives and Learning Outcomes

**CACREP Standards covered in this course**

(CACREP Standard II-B-1) Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.

(CACREP Standard II-B-3) Participate in appropriate professional counseling organizations.

(CACREP Standard II-C-7) Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice)

(CACREP Standard IV-C-3) Understands ethical, legal, and multicultural issues associated with counselor preparation training.

(CACREP Standard IV-F-3) Demonstrates professional writing skills necessary for journal and newsletter publication.

(CACREP Standard IV-I-5) Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

**Student Learning Outcomes of this course**

**Students will:**

Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.  *(Measured by rubric ratings of class presentations, scholarly paper, and Individual Development Plan information in scholarship and professional identity)*
Participate in appropriate professional counseling organizations. *(Measured by students professional activities report, and findings on the Individual Development Plan)*

Demonstrate the knowledge and understanding of ethical and legal considerations in counselor education and supervision including the ACA, NBCC, LPC, IAMFC, and ASCA Codes of Ethics. *(Measured by critiques of ethical codes and responses to ethical cases using a rubric)*

Understand the ethical, legal, and multicultural issues associated with counselor preparation training. *(Measured by in class participation when discussing issues, and ratings on the final examination)*

Demonstrate professional writing skills necessary for journal and newsletter publication. *(Measured by rubric ratings on a required scholarly paper)*

Understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. *(Measured by in class contributions to discussions relating to these topics and a rating rubric of answers provided on this topic within the course final examination)*

VI. Course Topics

The major topics covered in this course are: professional development planning, professional topics, ethics, and legal issues.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Methods (lecture/discussion, guest speakers; videos)
B. Student presentations (critiques and discussion)
C. Professional reporting (workshops, conferences, publishing, teaching)

VIII. Evaluation and Grade Assignments:

A. The methods of evaluation and criteria for grade assignments are as follows:

1. **Participation in Class: 10 pts**
   Much of the learning in the course occurs in the context of discussion, demonstration, and class activities. Students are expected to be on time and actively participate in class. Students with more than 5 hours of absences (for any reason) will have their final grade dropped one letter for the semester.

2. **The Professional Development Plan: 15 pts**

3. **Professional Meetings: 10 pts**
   Attend 3 local, state, or national professional meetings. Write a short (200 word) reaction paper for each meeting. Be prepared to share in class.

4. **Journal Article Critiques: 15 pts**
Select and critique three (2000-present) journal articles examining current issues in the behavioral sciences, including legal and ethical concerns. In the 1 1/2-2 page critique include (a) purpose of the article, (b) significance (c) methodology (d) findings & conclusions (e) applicability according to the scientist-practitioner model.. Be prepared to discuss in class.

5. **Power Pt. Presentation// Research Article: 20 pts**
   Students will present on a topic of their interest after a comprehensive review of the literature. Presentations will be turned into a scholarly article that should be of a quality for publication.

6. **Knowledge-based Examinations 30 pts**
   Questions related to each of the student learning outcomes are included in the final examination. Degree of competency is determined by rubric ratings.

**B. Grading Scale**

A = 90-100 pts
B = 80-89 pts
C = 70-79 pts
D = 60-69 pts
F = <60 pts

**IX Course Schedule and Policies**

**Course Schedule: CNEP 6315**

**SESSION TOPICS**


2. Introduction of the doctoral students Individual Development Plan. Emphasis on categories of: Professional Identity, Scholarship, Teaching, Supervision, Wellness, Cultural and Self awareness and development, and Professional Advocacy. Review of scholarly publications (Journals (ACA and Divisions), and electronic resources. Presentation of counseling issues, trends, concerns, and political climate. Emphasize steps in identifying research and publishing interest areas.

3. Presentation of: Library search engines and research tools. Emphasis on how to conduct a search and find a research topic of interest. Discussion of research interests and presentation topics. Review of professional organizations (ACA & Divisions), and conferences: National, State, Regional, and Local. Assign article critiques.
4. Presentation on ethical and legal issues, codes of ethics, and ethical decision making models. Articles critiqued in class. Codes of Ethics (ACA, ASCA, LPC, NBCC, IAMFC, and APA) assigned for compare and contrast. Article Critiques
5. Case Presentations on Ethics/Legal Issues. Discussion. Possibly bring in Chair of the LPC grievance committee. Article Critiques
6. Ethical Code Critiques: Compare and Contrast, Article Critiques, Scholarly topics discussed.
7. Individual Development Plans reviewed. Doctoral students from advanced cohort sharing IDP ideas and plans
8. Special Topics presented; Research, Publishing, and the Dissertation
9. Special Topics Presented; Advocacy, Psychopharmacology, Multicultural Competencies, Crises Counseling (take home exam distributed)
10. Power Pt. Presentations in class, critiqued by students & professor
11. Power Pt. Presentations in class, critiqued by students & professor
12. Power Pt. Presentations in class, critiqued by students & professor
13. Power Pt. Presentations in class, critiqued by students & professor
14. Sharing of Professional Meetings attended, scholarly paper and targeted journal, and status of one’s IDP.
15. Final Examination: in class written responses to essays on Student Learning Outcomes. (exam returned)

X. Textbooks

Required:


Recommended:


XI. Bibliography:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable
evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
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<tr>
<th>Presentation in Class Rating Scale</th>
<th>1= NONE</th>
<th>2= MINIMAL</th>
<th>3= AT A FAIR LEVEL</th>
<th>4= AT A HIGH LEVEL</th>
<th>5= AT A PUBLICATION LEVEL</th>
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<tbody>
<tr>
<td>1. Demonstrated Expertise in a Specific Research Topic</td>
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<td>2. Content of Presentation: Depth and Scope</td>
<td>1= WEAK</td>
<td>2= VERY BASIC</td>
<td>3= MODERATE</td>
<td>4= INCLUSIVE</td>
<td>5= OUTSTANDING</td>
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<td>3. Presentation Style and Use of Technology</td>
<td>1= UNCLEAR</td>
<td>2= SOME CLARITY</td>
<td>3= GENERALLY CLEAR</td>
<td>4= VERY COHERENT</td>
<td>5= PROFESSIONAL</td>
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<td>4. Evidence of Researching the Topic</td>
<td>1= NO EVIDENCE</td>
<td>2= MINIMAL EVIDENCE</td>
<td>3= MODERATE</td>
<td>4= HIGH</td>
<td>5= VERY COMPLETE</td>
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<td>5. Potential for a State or National Presentation</td>
<td>1= LOW</td>
<td>2= MINIMAL</td>
<td>3= MODERATE</td>
<td>4= HIGH</td>
<td>5= DEFINITE</td>
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<tr>
<td>6. Potential for a Publication</td>
<td>1= LOW</td>
<td>2= MINIMAL</td>
<td>3= MODERATE</td>
<td>4= HIGH</td>
<td>5= DEFINITE WITH A JOURNAL CITED</td>
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CRITIQUE OF RESEARCH ARTICLES AND CODES OF ETHICS
1 = LOWEST AND 10 = HIGHEST

1. Knowledge & Understanding of Ethical Codes or research topic

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

2. Level of critique, degree of depth

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. Application of ethical codes or of research findings

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4. Presentation, level of professionalism

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. Level of written skills (Professional style including APA guidelines)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

NAME ___________________________ RATER____________________
Final Examination: Essay Section

Rubric Utilized

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<td>Unclear, failed to address the question</td>
<td>Confusing, failed to address the full question</td>
<td>Addressed parts of the question, minimal depth</td>
<td>Moderate answer, some key points addressed</td>
<td>Good answer with minor omissions</td>
<td>Excellent, in-depth answer expressed with clarity</td>
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1. Discuss the role and functions of the counselor educator including the political and non teaching, research, and service environments.

2. Identify what you would currently state as your area of professional counseling interest. Provide your rationale for selecting this area, or areas, and discuss your current level of expertise of this professional topic. (citations)

3. Discuss the legal, ethical, and multicultural issues that could be associated with counselor preparation training, including how you would avoid or alleviate these issues.

4. Provide a brief critique of the ACA, ACES, and State Licensure Board Codes of Ethics, and why or why not they would be useful in your work as a counselor or counselor educator. Provide an example.
5. Assess your level of development as a counselor and counselor educator (professional identity), and researcher/scholar. Support your answer using your current and planned level of activity on your Individual Development Plan, (IDP).

NOTE: STUDENTS DO NOT SEE THE QUESTIONS IN ADVANCE OF THIS EXAMINATION; ONLY THE RUBRIC USED