I. Course Description
CNEP 6315 Professional, Legal, and Ethical Issues in Counseling, 3 semester hours. 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, and emphasizes faculty/student collaboration and serves as an orientation to the doctoral program.

II. Rationale
This course is designed to provide the professional foundation for doctoral students.

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
V. Course Objectives and Learning Outcomes

Students will search and discuss important professional issues, including legal/ethical, that are relevant in counseling and counselor education. *(measured by a satisfactory rating of critiqued articles).* Students will critique ethical codes. *(measured by a satisfactory rating of critiques)* Students will identify and critique several ethical decision making models. Students will demonstrate professional commitment. *(measured by a satisfactory rating on individual PDP’s)* Students will demonstrate professional planning skills. *(measured by a satisfactory rating on the individual PDPs).* Students will demonstrate presentation skills. *(measured by a satisfactory rating of their class presentations)* Students will demonstrate knowledge of legal and ethical issues, including codes of ethics. *(measured by the ratings on ethics assignment development, article critiques and discussion).*

(CACREP Standard B-1) Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations. *(Measured by satisfactory rating on article development and submission).*

(CACREP Standard B-3) Participate in appropriate professional counseling organizations. *(Measured by satisfactory rating on individual PDP’s)*

(CACREP Standard 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) *(measured by the ratings on ethics assignment development, article critiques and discussion)*

(CACREP Standard C-3) Understands ethical, legal, and multicultural issues associated with counselor preparation training. *(Measured by the ratings on ethics assignment development, article critiques and discussion)*

(CACREP Standard F-3) Demonstrates professional writing skills necessary for journal and newsletter publication. *(Measured by satisfactory rating on article development and submission)*
(CACREP Standard I-5) Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. (Measured by the ratings on ethics assignment development, article critiques and discussion)

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:

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.

To receive all of the participation points, students are expected to attend class on time, complete all assigned readings beforehand, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor, actively participate in class activities and discussion, and respond professionally and appropriately to feedback.

Class discussion will be based on assigned readings from the text, assigned articles throughout the semester, as well as current events in the field. All students are encouraged to subscribe to the counselor education and supervision list-serv, CES-NET. This can be done via the following website: http://cesnet-l.net/index.html

Students sleeping or acting unprofessionally in class will be asked to leave and will not get credit for attending that class period.

The Professional Development Plan:  15 pts

Each student will complete a professional development plan. This plan will include the following: 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. This plan should include goals and objectives that are specific, measurable, and attainable, and should cover at least the 2014-2015 academic year.

Journal Article Critiques and Class Discussion:  25 pts

Select two (2005-present) journal articles related to one of the listed topics in the course schedule. Develop a 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. Then, you will lead a class discussion regarding these articles on the assigned day. Copies of
these articles must be sent electronically to classmates at least one week prior to your scheduled class presentation date. As part of class participation points, your classmates will be expected to have read the articles before class, and be ready for discussion.

**PowerPoint Presentation & Research Article: 30 pts**

Students will choose a topic of their interest, and, after a comprehensive review of the literature develop a 15-20 page research article. Articles must be in APA 6th edition style. Students will develop a corresponding 30-45 minute presentation for the class.

**Ethics Assignment Development 20 pts**

In pairs, develop an assignment that can be used in a master’s level ethics course in a CACREP accredited counselor education program. This assignment must include: Instructions for completion, rubric for grading, and measurable outcomes for identified CACREP objectives.

**B. Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100 pts</td>
</tr>
<tr>
<td>B</td>
<td>80-89 pts</td>
</tr>
<tr>
<td>C</td>
<td>70-79 pts</td>
</tr>
<tr>
<td>D</td>
<td>60-69 pts</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60 pts</td>
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</tbody>
</table>

**IX Course Schedule and Policies**

This is a fluid syllabus and may be subject to change at the instructor’s discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities/Assignments Due</th>
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| 8/26   | General Orientation for Doctoral Students  
Course Overview  
Faculty guest: Dr. Smith |
| 9/2    | Library Search Tools Presentation by Denise Hyde - *Meet in Library Room 109* |
| 9/9    | CH. 1 Introduction to professional orientation, ethics, and legal issues  
The New 2014 ACA Code of Ethics (bring a copy to class)  
*Personal Development Plan Due*  
Faculty guest: Dr. Lenz |
| 9/16   | CH. 2 Professional Identity of Counselors  
*Article Discussion* |
| 9/23   | CH. 3 Ethical Practice, Multicultural Competence, and Social Justice  
*Article Discussion* |
| 9/30   | CH. 4 & 5 Client Rights and Counselor Responsibilities, Confidentiality and Privileged Communication  
*Article Discussion* |
| 10/7   | CH. 7 & 8 Competence and Malpractice, Boundary Issues  
*Article Discussion* |
| 10/14  | CH. 13 Issues in Counselor Education  
CACREP standards  
*Article Discussion* |
| 10/21  | CH. 14 Supervision and Consultation  
*Article Discussion* |
### Class Policies

Attendance, participation, readings and other assignments are mandatory. Professor must be notified and approve of excused or unavoidable absences. Incomplete grade requests are granted only in extraordinary circumstances and must be requested in advance by the student. All work will be submitted in APA format.

### X. Textbooks

**Required:**


**Recommended:**


### XI. Bibliography: Articles referenced online

### 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](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. Academic Integrity

You are expected, at all times, to act with academic integrity.

“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.” Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work

• Do not use someone’s words without referencing the source or including the information in quotation marks or a block quote

• Do not use someone’s ideas without referencing the source.

XIV. 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 116 Corpus Christi Hall.

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.

XV. Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.