

COUN 5365 ETHICAL FOUNDATIONS OF COUNSELING

Fall 2018 rev. 08.17.2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor:	Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Email:	s.airhart-larraga@tamuct.edu
Office Hours:	T 2:00 pm to 5:00 pm; W 2:00 pm to 5:00 pm; Th 12:00 pm to 3:00 pm

Mode of instruction and course access:

This is a 100% online course.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

I will check emails daily while in the office and will respond within 48 hours.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

Explore ethical principles of counselors, related codes of ethics, models for ethical decision making, and how to apply them to counseling practice.

Course Objective:

Students will be familiarized with the current professional, ethical, and legal issues that confront the counselor's role in a variety of settings. Students will learn how to think through ethical issues in a systematic manner.

STUDENT LEARNING OUTCOMES:

1. Students will understand professional organizations, including membership benefits, activities, services to members, current issues, as well as licensing and credentialing information for the discipline.
2. Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations. Students will demonstrate the ability to apply and adhere to ethical and legal standards.
3. Students will identify a potentially underserved population of potential clients, discuss institutional and social barriers to access, equity, and success, and advocate on behalf of this population through accurate and relevant information dissemination.
4. Students will identify self-care strategies appropriate to the counselor role.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF1: Professional Orientation and Ethical Practice)- Studies that provide an understanding of all of the following aspects of professional functioning:

CACREP Standard	Activity	SLOs
Common Core for All Students		
a. History and philosophy of the counseling profession and its specialty areas (IIF1a);	Ethics in the Discipline Presentations	SLO1
b. Self-care strategies appropriate to the counselor role (IIF11);	Self-care Project	SLO4
c. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Ethics in the Discipline Presentations	SLO1
d. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Ethics in the Discipline Presentations	SLO1
e. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	Advocacy project	SLO3
f. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e);	Advocacy project	SLO3
g. Ethical standards of professional counseling organizations and credentialing bodies, and application of	Ethics in the Discipline Presentations	SLO1

ethical and legal considerations in professional counseling (IIF1i);		
h. Strategies for personal and professional self-evaluation and implications for practice (IIF1k);	Self-care Project	SLO4
i. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Ethics in the Discipline Presentations	SLO1
j. multicultural counseling competencies (IIF2c);	Advocacy project	SLO3
k. help-seeking behaviors of diverse clients (IIF2f);	Advocacy project	SLO3
l. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Advocacy project	SLO3
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC:5C2l);	Ethics in the Discipline Presentations	SLO2
2. Understand the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k)	Ethics in the Discipline Presentations	SLO1

REQUIRED READING AND TEXTBOOK(S):

Issues and Ethics in the Helping Professions Corey, Corey, & Callanan 9th Edition,
 ISBN-13: 9781305388284
 ISBN: 1305388283
 Pub Date: 2014 Publisher: Cengage Learning

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author. Retrieved from https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4

COURSE REQUIREMENTS

Ethics in the Discipline Presentation (20 points) – SLO1 & SLO2: Students will select a CACREP specialty (i.e. clinical mental health, addictions, school counseling, etc.). Students will

gather information and resources to develop a 15-minute audio presentation on ethical considerations for their respective counseling tracks. Information in the presentation must include but is not limited to the following:

- Relevant history of the counseling profession (relevant to the specific track);
- Organizations in which counselors can join in order to promote professional development, community, and up-to-date knowledge in the field;
- Licensure and credentialing within the counseling discipline;
- Steps for managing ethical concerns with the counseling discipline;
- Multicultural trends for populations within this counseling area;
- Ethics regarding referrals within the counseling discipline; and
- A unique ethical consideration within the counseling discipline (i.e. what may be specifically spelled out for counselors in this discipline that may differ from other counseling disciplines)

Ethical Dilemmas (5 x 5 points each = 25 points) – SLO2: Students will be given various ethical dilemmas across the semester. Students are expected to find within the ethical standards what would be the most appropriate ethical decision to make and support their answer by citing the ethical principle. Students are expected to demonstrate professional knowledge and skill to consider the most appropriate ethical decision and to support that decision.

Quizzes (5 x 5 points each = 25 points): Students will be responsible for completing 5 quizzes over the semester based on weekly readings in the assigned textbook.

Self-Care Project (15 points) – SLO4: Students will be asked to consider the value of self-care for competent, best-practice counseling work. Students will complete the Self Care Assessment worksheet and then identify the area in which they score the lowest. Using the outcome data from the self-assessment, students will create a self-care plan using measurable goals and objectives to implement the plan across the semester. At the end of the semester, students will write a 2-3-page paper reflecting on this activity, including their successes and/or challenges in implementing the self-care plan. Students are encouraged to process the personal and professional implications for their self-care.

Advocacy Project (15 points) – SLO3: Students will be asked to research an underserved population who may receive counseling services. Students are to consider, “what are the advocacy needs of this population”? Using a brochure, newsletter, or other information dissemination outlet, students are to advocate for this client population by identifying the following information:

- Presence of this underserved population in the local community;
- Relevant statistics about this client population;
- Institutional or social barriers that may impede access and equity of services for the client population;
- Local agencies or organizations that may have outreach for this client population; and
- Other important information that helping professionals may not have previously known, or places/sites/sources that they can use to receive additional information.

Grading Criteria

Activity	Points
Ethics in the Discipline Presentation	20
Ethical Dilemmas (5)	25
Quizzes (5)	25
Self-Care Project	15
Advocacy Project	15
Total	100

Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - Below = F

COURSE OUTLINE AND CALENDAR

Week	Assigned Readings	Assignments Due
August 27, 2018	Chapter 1	
September 3, 2018	Chapter 2	Self-Care Project (Assessment)
September 10, 2018	Chapter 3	Ethical Dilemma # 1
September 17, 2018	Chapter 4	Quiz # 1 (Chapters 1-3)
September 24, 2018	Chapter 5	Ethical Dilemma # 2
October 1, 2018	Chapter 6	
October 8, 2018	Chapter 7	Quiz # 2 (Chapter 4-6)
October 15, 2018	Chapter 8	Ethical Dilemma # 3
October 22, 2018	Chapter 9	Advocacy Project
October 29, 2018	Chapter 10	Quiz # 3 (Chapters 7-9)
November 5, 2018	Chapter 11	Ethical Dilemma # 4
November 12, 2018	Chapter 12	Ethics in Discipline Presentation
November 19, 2018	Chapter 13	Quiz # 4 (Chapters 10-12)
November 26, 2018	Chapter 14	Ethical Dilemma # 5
December 3, 2018	Chapter 15 & 16	Self-Care Project
December 10, 2018		Quiz # 5 (Chapters 13-16)

Important University Dates:

August 27, 2018	Classes Begin for Fall Semester
August 29, 2018	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 3, 2018	Labor Day – CAMPUS CLOSED
September 4, 2018	Deadline to Drop First 8-Week Classes with No Record
September 12, 2018	Deadline to drop 16-Week Classes with No Record
October 1, 2018	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
October 5, 2018	Deadline for Graduation Application for Ceremony Participation
October 5, 2018	Student End of Course Survey Opens (First 8-Week Classes)
October 12, 2018	Deadline for Fall Admissions Applications
October 15, 2018	Deadline for Clinical Teaching Applications
October 19, 2018	Classes End for First 8-Week Session
October 19, 2018	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 19, 2018	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 22, 2018	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants
October 22, 2018	Classes Begin for Second 8-Week Session
October 22, 2018	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2018	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 24, 2018	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 29, 2018	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies
November 9, 2018	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018	Veterans Day (Observed) - NO CLASS
November 16, 2018	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Fall Semester
November 22 – 23, 2018	Thanksgiving Holiday – CAMPUS CLOSED
November 30, 2018	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2018	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 14, 2018	Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018	Deadline for Applications for \$1,000 Tuition Rebate for Fall Graduation (5pm)
December 14, 2018	Deadline for Fall Degree Conferral Applications to the Registrar’s Office. \$20 Late Application Fee.
December 14, 2018	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 14, 2018	Fall Semester Ends
December 17, 2018	Student End of Course Survey Closes (16- and Second 8-Week Classes)
December 18, 2018	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 18, 2018	Deadline for Theses to Clear Thesis Office for Fall Semester

December 24, 2018 to January 1, 2019 WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students

from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

Note: To ensure that appropriate accommodations can be provided, students in this class who have registered with the Office of Access and Inclusion (OAI) and need accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and

82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Late Assignments and Make-Up Work: Late work will not be accepted.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

STUDENT LEARNING OUTCOMES (SLO'S) RUBRICS:

1. Students will understand professional organizations, including membership benefits, activities, services to members, current issues, as well as licensing and credentialing information for the discipline.
2. Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations. Students will demonstrate the ability to apply and adhere to ethical and legal standards.
3. Students will identify a potentially underserved population of potential clients, discuss institutional and social barriers to access, equity, and success, and advocate on behalf of this population through accurate and relevant information dissemination.
4. Students will identify self-care strategies appropriate to the counselor role.

SLO1	Competence				
	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
history and philosophy of the counseling profession and its specialty areas (IIF1a)					
multicultural and pluralistic characteristics within and among di-verse groups nationally and internationally (IIF2a)					
professional counseling organizations, including membership benefits, activities, services to members, and current issues (IIF1f)					

professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g)					
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)					
Understands the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k)					

SLO2	Competence				
	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Understand the professional					

organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k)					
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SLO3	Competence				
	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Advocacy Project					
the role and process of the professional counselor advocating on behalf of the profession (IIF1d)					
advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)					
multicultural counseling competencies (IIF2c)					
help-seeking behaviors of diverse clients (IIF2f)					
strategies for identifying and eliminating barriers prejudices, and					

processes of intentional and unintentional oppression and discrimination (IIF2h)					
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SLO4	Competence				
Self-Care Project	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
strategies for personal and professional self-evaluation and implications for practice (IIF1k)					
self-care strategies appropriate to the counselor role (IIF1l)					