

**COUN 5365 Ethical Foundations of Counseling**  
**Fall 2017**  
**INSTRUCTOR AND CONTACT INFORMATION**

Instructor: **Dr. Gerald Pennie, PhD, LPC, NCC**  
Email: **gpennie@tamuct.edu**  
Office hours: **Tuesdays 10:00-2:00 Thursday 10:00-2:00**

**COURSE INFORMATION**

**Course Description**

Ethical foundations provides an exploration of the ethical principles of counselors and related codes of ethics. This course covers models for ethical decision making and how to apply to counseling practice. Foundations 550 is a prerequisite for this course.

**Course Overview**

Although professional counselors need to operate under personal and professional codes of ethics, often these guidelines leave many questions unanswered. No single universally "right" answer exists for most ethical dilemmas. It is critical to be familiarized with the current professional, ethical, and legal issues that confront the counselor's role in a variety of settings. Rather than arrive at one answer, it is important to learn how to think through ethical issues in a systematic manner.

**STUDENT LEARNING OUTCOMES:**

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

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.

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

| CACREP Standard   | Activity                                    | SLOs |
|---|---|------|
| <b>Common Core for all students:</b>  |   |      |
| a. History and philosophy of the counseling profession (IIF1a);   | Ethics in the Discipline Presentations      | SLO1 |
| b. Self-care strategies appropriate to the counselor role (IIF11);  | “ Starting with the Self” 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 ethical and legal considerations in professional counseling (IIF1i); | Ethics in the Discipline Presentations      | SLO1 |
| g. Strategies for personal and professional self-evaluation and implications for practice (IIF1k)   | Self Care project                           | SLO4 |
| h. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);  | Ethics in the Discipline Presentations      | SLO1 |
| i. multicultural counseling competencies (IIF2c);   | Advocacy project                            | SLO3 |
| j. Help-seeking behaviors of diverse clients (IIF2f);   | Advocacy project                            | SLO3 |

|  |  |      |
|--|--|------|
| k. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)       | Advocacy project                       | SLO3 |
| <b>Standards for Clinical Mental Health Counseling (CMHC) track</b>  |  |      |
| 1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC:5C2l); and                     | 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 Text

*Issues and Ethics in the Helping Professions*

Corey, Corey, & Callanan 9<sup>th</sup> Edition, ISBN-13: 9781305388284

ISBN: 1305388283

Pub Date: 2014

Publisher: Cengage Learning

### Course Assignments

**Ethics in the Discipline Presentation (50 points):** Students will divide into groups based on the counseling track in which they are pursuing (i.e. clinical mental health, addictions, or school counseling). Students will gather information and resources to present 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 Vignettes (5 x 15 points each = 75 points):** Students will be given various ethical vignettes 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.

**“Starting with the Self” Self-Care Project (25 points):** 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 (25 points):** 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.

### Exams

To encourage you to keep up with your reading, chapter exams will be given with questions addressing your assigned reading. Exams will appear in the modules for each chapter, and must be completed as indicated in the course calendar.

### Grading

| Activity                              | Points |
|---------------------------------------|--------|
| Ethics in the Discipline Presentation | 50     |
| Ethical Vingettes                     | 75     |
| “Self Care Project                    | 25     |
| Advocacy Project                      | 75     |
| Exams                                 | 175    |
| Total                                 | 400    |

## Course Calendar

| Date          | Readings                                   | Assignments Due   |
|---------------|--|---|
| Mar. 20, 2018 |  | <b>Introduction and Pre-Assessment</b>                        |
| Mar. 27, 2018 | Ethical Decision-Making                    | <i>Ethical Vignette</i>                                       |
| Apr. 4, 2018  |  | <b>Self-Care Project</b><br><i>Ethical Vignette</i>           |
| Apr. 11, 2018 | Values and the Helping Relationship        | <i>Ethical Vignette</i>                                       |
| Apr. 18, 2018 |  | <b>Midterm Exam</b>   |
| Apr. 25, 2018 | Boundary Issues and Multiple Relationships | <i>Ethical Vignette</i>                                       |
| May 1, 2018   |  | <b>Advocacy Project Due</b><br><i>Ethical Vignette</i>        |
| May 8, 2018   |  | <b>Ethics in Discipline Presentation</b><br><b>Final Exam</b> |

### Important University Dates:

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record

November 10, Veteran's Day

November 10, Last day to drop with a Q or withdraw with a W (16-week classes)

November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement (End of Fall Term)

December 25-January 1, 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

### **Technology Support.**

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

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto: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.*

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

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

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## **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](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 University 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 Department 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 Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

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

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. 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].

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored 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 any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmDavis@tamuct.edu](mailto:lmDavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject 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 forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. 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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce

Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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 72,000 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 twenty-four 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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### **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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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 be accepted at the discretion of the instructor. I do not accept late work. As such each student will be expected to submit assignments on time. Each request for make-up work will be evaluated on a case-by-case basis.

#### **Grade Disputes**

Conversations regarding grades and assignments are welcomed. It is required that grade disputes follow the **24/7 rule**. This means that students are required to wait **24 hours from the time of receiving a graded assignment to schedule an appointment**. This also means that students must schedule an appointment **within 7 calendar days** of receiving the assignment.

### Communication Policy

In the event that you need to contact me via e-mail, please include “**COUN 5363**” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “**COUN 5363 – Attendance.**” I will respond to e-mail requests within **48 hours during the work week (excluding holidays).**

### 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.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)

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

### Student Learning Outcomes Rubrics

| SLO1  | Competence |          |           |                   |              |
|---|------------|----------|-----------|-------------------|--------------|
| Ethics in the Discipline Portfolio  | 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 diverse 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)   |  |  |  |  |  |

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|--|--|--|--|--|--|
| Understands the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k) |  |  |  |  |  |
|--|--|--|--|--|--|

| SLO2  | Competence |             |              |                      |                 |
|---|------------|-------------|--------------|----------------------|-----------------|
| Ethical Vignettes   | No<br>(1)  | Some<br>(2) | Basic<br>(3) | Above Average<br>(4) | Superior<br>(5) |
| Understand the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k) |            |             |              |                      |                 |

| <b>SLO3</b>  | <b>Competence</b> |                     |                      |                                  |                         |
|--|-------------------|---------------------|----------------------|----------------------------------|-------------------------|
| <b>Advocacy Project (SLO3)</b>   | <b>No<br/>(1)</b> | <b>Some<br/>(2)</b> | <b>Basic<br/>(3)</b> | <b>Above<br/>Average<br/>(4)</b> | <b>Superior<br/>(5)</b> |
| 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) |                   |                     |                      |                                  |                         |

| <b>SLO4</b>  | <b>Competence</b> |                     |                      |                              |                         |
|--|-------------------|---------------------|----------------------|------------------------------|-------------------------|
| <b>“Starting with the Self” Self-Care Project</b>  | <b>No<br/>(1)</b> | <b>Some<br/>(2)</b> | <b>Basic<br/>(3)</b> | <b>Above Average<br/>(4)</b> | <b>Superior<br/>(5)</b> |
| strategies for personal and professional self-evaluation and implications for practice (IIF1k) |                   |                     |                      |                              |                         |
| self-care strategies appropriate to the counselor role (IIF1l)                                 |                   |                     |                      |                              |                         |