



COUN 5004 Professional Practice and Ethics

Fall 2021

Wednesday 5:15-8:00 Hybrid

CAB

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Course Description

In this course, students will explore ethical standards and legal precedents that guide the professional counselor in making decisions related to the many issues that arise in practice. Students will utilize an ethical decision making model to address common ethical dilemmas in the counseling field. Students will reference the 2014 American Counseling Association Code of Ethics in this course. 3 hours (prerequisites: none)

Methods of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Program Objectives:

1. **Develop knowledge and skills necessary for competent professional practice, while cultivating strong counselor identity.**

1.a. Practice code of ethics relevant to counseling

Course Objectives

Through assigned readings, in-class exercises, and satisfactory performance on the mid-term and final examinations, students will demonstrate:

- 1) The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP II. F. 1. b)
- 2) Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP II. F. 1. c)
- 3) The role and process of the professional counselor advocating on behalf of the profession (CACREP II. F. 1. d)
- 4) Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II. F. 1. e)
- 5) Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP II.F.1.f)
- 6) Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II. F. 1. g)
- 7) Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II. F. 1. i)
- 8) Technology's impact on the counseling profession (CACREP II. F. 1. j)
- 9) Strategies for personal and professional self-evaluation and implications for practice (CACREP II. F. 1. k)

- 10) Self-care strategies appropriate to the counselor role (CACREP II. F. 1. l)
- 11) The role of counseling supervision in the profession (CACREP II. F. 1. m.)
- 12) Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP II.F.2.a.)
- 13) Multicultural counseling competencies (CACREP II. F. 2. c.)
- 14) Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP II. F. 5. d.)
- 15) Legislation and government policy relevant to clinical mental health counseling (Clinical Mental Health Counseling V.C.2.i.)
- 16) Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (Clinical Mental Health Counseling V. C. 2.k.)
- 17) Legal and ethical considerations specific to clinical mental health counseling (Clinical Mental Health Counseling V. C. 2.l.)
- 18) Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (Clinical Mental Health Counseling V.C. 2.m.)

Required Textbook:

Corey, G., Corey, M.S., & Corey, C. (2018). *Issues and Ethics in the Helping Professions* (10th ed.). ISBN: 9781337406291

ACA Code of Ethics - <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Student Expectations

Expectations for this class include the following:

1. **Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.
2. **Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.
1. **Remember Due Dates:** Students are expected to complete all assignments on time. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Any extenuating circumstances must be discussed with the professor before the due date. How these circumstances are handled is solely at the discretion of the professor.
3. **Submit Electronically:** All written assignments are to be submitted electronically within CONNECT on or before the due date.
4. **Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
5. **Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing

the internet. Please silence all phones and keep them out of sight during class time; they should be kept in purses, pockets, or book bags.

6. **APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
7. **Have Fun:** Students are expected to have fun learning about the subject matter.

Assignments

A. Attendance, Participation, and Professionalism (10 points; 4% of final grade)

Active class participation – Be prepared to actively participate in class discussions by applying the information learned in reading assignments and lectures. At times, topics will arise which are sensitive for class members. It is expected that ideas will be discussed and debated in a respectful manner. The successful student will be willing to consider different perspectives, to challenge her/his own assumptions, and to respect differing opinions. In addition, students are expected to attend all classes and complete out-of-class assignments in a cooperative manner. Students may expect to receive point deductions for lateness, unreported absences, lack of preparedness, and other behaviors and attitudes not conducive to their own learning and that of their classmates.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: “The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.”

- Microsoft Teams training was made available for students

- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

B. Quizzes (2) (worth 10 points each, 20 total points; 8% of final grade) (*Course Objectives 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, & 18*)

Four quizzes will be assigned to students on CONNECT throughout the semester (see schedule below). Each quiz will consist of 5 questions and students will be given 10 minutes to complete each quiz. Quiz will be made up of multiple choice and true/false questions. Quizzes are to be completed by 11:59 PM on the due date. **CACREP Standards** mentioned above will be addressed in quizzes throughout the semester.

C. Group Presentation of an Ethical Dilemma (50 points; 20% of final grade) (*Course Objectives 2, 4, 7, 9, 11, 14, 15, & 17*)

In groups of 3, students will be assigned an ethical dilemma that should be researched and presented to the class. Students must be able to provide all relevant areas of the ACA Code of Ethics and may consult other resources as they prepare for the presentation. Students are encouraged to be creative in their presentations, which should be at least 30 minutes in length. A role play related to the presentation should be included (e.g. Limits of confidentiality- talking with client about this ethical responsibility). ***Due to COVID, please make sure you are meeting with your group safely and if at all possible, please meet virtually.***

D. Two Case Studies (worth 35 points each, 70 total points; 28% of final grade) (*Course Objectives 2, 4, 7, 9, 11, 14, 15, & 17*)

Students will respond to two case scenarios in a 3 to 4 page paper that will describe the area(s) of the **ACA Code of Ethics** that is/are related to the dilemma. Students must provide a resolution to the dilemma, demonstrating the use of an **Ethical Decision-Making Model**.

Note: this is a Key Performance Indicator (Standard CACREP II.F.1.i) must be uploaded to ONE DRIVE

E. Midterm Exam (50 points; 20% of final grade) (*Course Objectives 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, & 18*)

Each exam will consist of multiple-choice & true/false questions and will be available on CONNECT. Students will complete both a mid-term exam and a final exam (see schedule below for dates of exams). Exams are to be completed by 11:59 PM on the due date.

F. Final Exam (50 points; 20% of final grade) (*Course Objectives 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, & 18*)

Each exam will consist of multiple-choice & true/false questions and will be available on CONNECT. Students will complete both a mid-term exam and a final exam (see schedule below for dates of exams). Exams are to be completed by 11:59 PM on the due date.

Proctoring Software

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Assignment Point Breakdown

Attendance	10 points
Quizzes	20 points
Group Presentation	50 points
Case Studies	70 points
Midterm Exam	50 points
<u>Final Exam</u>	<u>50 points</u>
Total Points	250 points

Grading Scale	
A	225-250
B	200-224
C	175-199
D	150-174
F	<150

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I

pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedure

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify Ms. Lindsay Shaughnessy, Director of the Panther Academic Center for Excellence (PACE) and Coordinator of Accessibility Services at accessability@lagrange.edu or 706-880-8652.

Tentative Semester Schedule of Topics and Assignments

Date	T	Topic/Chapter	Due Date
Week 1	Aug	24	Course Overview Introductions Ch 1 Introduction to Professional Ethics
Week 2		31	Ch 3 Values and the Helping Relationship Hybrid Class
Week 3	Sept	7	Ch 2 The Counselor as a Person and as a Professional
Week 4		14	Ch 4 Multicultural Perspectives and Diversity Issues Hybrid Class
Week 5		21	Being a mandatory reporter/ Darkness to Light Ch 6 Confidentiality: Ethical and Legal Issues Quiz 1 Due on Connect Chapters 1-4 & 6
Week 6		28	Ch 5 Client Rights and Counselor Responsibilities Hybrid Class
Week 7	Oct	5	Ch 7 Managing Boundaries and Multiple Relationships
Week 8		12	No Class Mid-Term Exam on Connect Chapters 1-7
Week 9		19	Ch 8 Professional Competence and Training Ch 9 Issues in Supervision and Consultation -Case Study #1 Due
Week 10		26	Ch 10 Issues in Theory and Practice Hybrid Class
Week 11	Nov	2	Ch 11 Ethical Issues in Couples and Family Ch 12 Ethical Issues in Group Work Quiz 2 Due Chapters 8-12
Week 12		9	Group Presentations for Online Students Meet Via Teams for Online Students to Present
Week 13		16	Ch 13 -Case Study #2 Due
Week 14		23	Thanksgiving – No Class

Week 15	Nov	30	Group Presentations for On campus Students to Present		
Week 16	Dec	7	No Class	Final Exam on ConnectT Due 12/7 by 11:59 PM	

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course Related Research

- Chenneville, T., & Gabbidon, K. (2019). HIV, confidentiality, and duty to protect: Considerations for psychotherapists in the age of treatment as prevention. *Psychotherapy*. <https://doi.org/10.1037/pst0000266>
- Goodine, P. (2017). Managing Multiple Relationships in Therapeutic Roles in Rural Communities. *BU Journal of Graduate Studies in Education*, 9(2), 24–30.
- Golomb, S., Sears, K., Drozd, R., Kotori, J., & Vera-Hughes, M. (2017). Future Mandated Reporters: Understanding the Role. *Practitioner Scholar: Journal of Counseling & Professional Psychology*, 6(1), 1–16.
- Oramas, J. E. (2017). Counseling Ethics: Overview of Challenges, Responsibilities and Recommended Practices. *Journal of Multidisciplinary Research (1947-2900)*, 9(3), 47–58.
- Wilkinson, T., Smith, D., & Wimberly, R. (2019). Trends in ethical complaints leading to professional counseling licensing boards disciplinary actions. *Journal of Counseling & Development*, 97(1), 98–104.
<https://doi.org/10.1002/jcad.12239>

Assessment

Assignment	Points Poss.	Course Objective
Attendance/Participation/Professionalism	10	
Quizzes (4*5points)	20	CO 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, & 18
Group Presentation	50	CO 2, 4, 7, 9, 11, 14, 15, & 17
Case Studies (2*35points)	70	CO 2, 4, 7, 9, 11, 14, 15, & 17
Exams (2*50)	100	CO 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, & 18
TOTAL	250	

Case Study Rubric

	5	4	3	0
APA Formatting/References	Paper was formatted in APA Style and had 0 APA Formatting Mistakes; paper did not have any citation concerns	Paper was formatted in APA style and only had 1 or 2 APA formatting Mistakes, paper did not have many citation concerns	Paper formatted in APA style but had many APA formatting errors, paper had several citation concerns	Paper not formatted in APA
Writing	Paper was well written, had very few grammatical errors, paper was clear and concise, paper was at least 3 pages in length	Paper was well written but had some grammatical errors, paper was at least 3 pages in length	Paper was not clear and concise and had many grammatical errors, paper was less than 3 pages in length	Paper was not well written, was not clear and concise and had grammatical errors throughout; paper was less than 2 pages
Ethical Dilemma Discussion	Paper identified and provided a thorough description of the ethical decision present in case study	Paper identified and provided some description of ethical decision present in case study	Paper provided a minor description of ethical dilemma present in case study	Paper did not identify ethical dilemma present in case study
ACA Code of Ethics Discussion	Paper thoroughly discussed how the ACA Code of Ethics applies to the case study	Paper somewhat discussed how the ACA Code of Ethics applies to the case study	Paper briefly discussed how the ACA Code of Ethics applies to the case study	Paper provided no discussion of ACA Code of Ethics
Ethical or Unethical Discussion	Paper thoroughly discussed whether or not a specific decision made by counselor would be ethical or unethical	Paper somewhat discussed whether or not a specific decision made by counselor would be ethical or unethical	Paper briefly discussed whether or not a specific decision made by counselor would be ethical or unethical	Paper provided no discussion of whether or not a specific decision made by counselor would be ethical or unethical

Addressing Dilemma with Client	Paper thoroughly explains why counselor will or will not address issue with client	Paper somewhat explains why counselor will or will not address issue with client	Paper briefly explains why counselor will or will not address issue with client	Paper provided no explanation of why counselor will or will not address issue with client
Resolution	Paper thoroughly provides support for the decision made by counselor	Paper somewhat provides support for decision made by counselor	Paper briefly provides support for the decision made by counselor	Paper does not provide support for the decision made by counselor