



**Mississippi
College**

**LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN
COUNSELING**

SYLLABUS

COU 6501

3 CREDIT HOURS

**MISSISSIPPI COLLEGE
SCHOOL OF EDUCATION
DEPARTMENT OF PSYCHOLOGY/COUNSELING**

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I. COURSE TITLE

Legal, Ethical, and Professional Issues in Counseling (3 semester hours)

II. PREREQUISITES

Graduate standing

III. COURSE DESCRIPTION

This course introduces students to the characteristics, roles, and functions of the professional counselor with special attention to legal, ethical, and professional issues. The course affords a comprehensive overview of programs and services in professional counseling. This course is taught as an online course as well as a hybrid course with online assignments and tests. For the online course, class member interaction occurs through a discussion board.

IV. RATIONALE

Students beginning the graduate training program in counseling need an orientation to the profession. Common features in professional counseling will be emphasized, as well as characteristics of the specialized areas of practice. In particular, we will focus upon the standards, training requirements, perspectives, and opportunities for specialized practice in degree programs offered in the department: school counseling, marriage and family counseling, and mental health counseling. The course will overview the eight common core areas identified by CACREP as required curricular experiences: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. The course will focus on learning objectives for enhancing professional identity.

V. LEARNING OBJECTIVES

At the conclusion of the course, the student should be able to demonstrate knowledge in the following aspects of professional functioning:

- a. history and philosophy of the helping professions including significant factors and events;
- b. professional roles and functions, including similarities and differences with other human service providers;
- c. technological competence and computer literacy, including means for using online data bases and search engines;

- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- e. professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- h. ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work, specialized practice);
- i. professional preparation standards, their evolution, and current applications;
- j. multicultural and pluralistic trends including characteristics and concerns of diverse groups; and
- k. attitudes and behavior based upon such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.

To address these objectives, each class meeting we examine the foundations of the profession, current demands, future trends, and standards of accountability. Particular cases will be studied to develop an understanding of legal and ethical issues. By the end of the course, the student should be able to express understanding and commitment to the profession.

VI. **ACADEMIC STANDARDS**

CACREP STANDARDS

CACREP Standard II.K.1.a History and philosophy of the counseling profession including significant factors and events.

CACREP Standard II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.

CACREP Standard II.K.1.e. Professional credentialing, including certification, licensure,

and accreditation practices and standards, and the effects of public policy on these issues.

CACREP Standard II.K.1.f. Public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.

CACREP Standard II.K.1.g. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

CACREP Standard II.K.1.h. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

CACREP Standard II.K.2.a. Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

CACREP Standard II.K.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

CACREP Standard II.K.2.c. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

CACREP Standard II.K.2.d. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.

CACREP Standard II.K.2.e. Theories of multicultural counseling, theories of identity development, and multicultural competencies.

CACREP Standard II.K.2.f. Ethical and legal considerations in social and cultural diversity.

CACREP Standard II.K.4.i. Ethical and legal considerations in career development.

CACREP Standard II.K.6.f. Professional preparation standards for group leaders.

CACREP Standard II.K.7.i. Ethical and legal considerations in assessment.

CACREP Standard II.K.8.f. Ethical and legal considerations in research and program evaluation.

STANDARDS OF ACADEMIC INTEGRITY

Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal. University Policy 2.19,

the most recent copy of the graduate catalog, and the current student handbook provide specific information regarding penalties associated with dishonest behavior at Mississippi College.

PLAGIARISM

No student shall submit as his or her own work, any term paper, research paper, thesis or other academic assignment of original work that in any part is not his/her own work. Knowingly using the ideas of another person and offering them as one's own original ideas is prohibited by this policy to the same extent as knowingly using the words of another writer and offering them as one's own original writing (University Policy 2.19, Mississippi College: Policies and Procedures).

ETHICAL STANDARDS

All of the graduate courses offered by the Department of Psychology and Counseling at Mississippi College adhere to the current standards of the American Counseling Association (ACA). The 2005 ACA Code of Ethics is available for downloading at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Papers and presentations in the course will be guided by the current edition of the Publication Manual of the American Psychological Association. At this time, the fifth edition of the manual is available.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

The ethics of scientific publication are presented in the manual (American Psychological Association, 2001, pp. 348-355). Additional information on professional writing may be obtained from <http://apastyle.apa.org/>

While the fifth edition of the APA Publication Manual was based on the 1992 APA Code of Ethics, the 2002 Code of Ethics is the most current version. Both codes, as well as updates and other resources, are available for review or downloading at <http://www.apa.org/ethics/code.html#Teaching>

VII. COURSE TOPICS

A. Counseling: A response to human needs

1. Our heritage from the past
2. The development of counseling and guidance in U.S. education
3. The development of institutional and agency counseling programs

B. Traditional and current activities of counselors

1. Counseling as a helping profession
2. The professional counselor
3. Counseling as a discipline
4. Traditional activities of a counselor
5. Basic principles for schools and community agencies

C. The school counselor's role and function

1. Training programs for counselors
2. The credentialing of school counselors
3. The role and function of counselors in school settings
4. Teacher and administrator roles in the school counseling program
5. The counselor and relationships with other helping professions
6. Patterns of counseling program organization in educational settings
7. Future directions for school counseling programs
8. The ecology of the school

D. Counselors in community and agency settings

1. Training programs for counselors in community and agency settings
2. The importance of licensure (Mississippi licensed professional counselors)
3. Community mental health agencies
4. Employment counseling
5. Correctional counseling
6. Rehabilitation counseling
7. Marriage and family counseling
8. Pastoral counseling
9. Gerontology counseling
10. Private practice
11. Managed care
12. Future directions

E. Individual counseling

1. Theories of counseling
2. Building a personal theory
3. Goal of counseling
4. The counseling process
5. Counseling skills
6. Special counseling populations

F. Multicultural counseling

1. Ethnic groups and cross-cultural counseling

2. The culturally skilled counselor

G. Group techniques for counselors

1. Definitions and explanations of groups
2. Professional standards for the training of group workers
3. Group counseling
4. Group leadership
5. Group process
6. Group guidance activities
7. Values clarification techniques for groups
8. Values and counseling
9. Values clarification techniques and counseling practice
10. The counselor and values clarification techniques
11. Multicultural issues and groups

H. Standardized testing and human assessment

1. Standardized test scores - - what do they mean
2. Selecting a test - - what criteria
3. Types of standardized tests
4. Criterion-referenced testing
5. Computerized adaptive testing
6. Developing a testing program

I. Non-standardized techniques for human assessment

1. Concepts of human assessment
2. Observation
3. Observation instruments
4. Self-reporting
5. Group assessment techniques
6. Ecological assessment
7. Records

J. Counseling for career planning and decision making

1. Definitions and clarifications
2. Current interests in career planning
3. The changing nature of the world of work
4. Theories of career development and decision making
5. Implications of career theories for counselors
6. Career counseling and the development of human potential
7. Career planning and decision making in schools
8. Career counseling in nonschool settings

9. Computerized career assistance systems

K. The counselor as developmental and educational consultant

1. The consultation process
2. Consultation models
3. Consultation skills
4. Consultation in school settings
5. Consultation in community mental health settings
6. Consultation in business and industrial settings

L. Prevention and wellness

1. Prevention
2. Wellness
3. Stress management
4. Recreation and leisure

M. Program management, development, and leadership

1. Understanding program management and development
2. Managing resources
3. Contributing to program development and improvement
4. Program leadership

N. Accountability, evaluation, and research

1. Definitions
2. Accountability
3. Evaluation
4. Research
5. Ethical issues in human research

O. Ethical and legal guidelines

1. The nature of ethics
2. Ethical issues
3. The counselor and the law
4. Legal concerns of counselor
5. The American Counseling Association's Code of Ethics and Standards of Practice
6. Family Educational Rights and Privacy Act of 1974
7. Responsibilities of users of standardized tests
8. The school counselor and child abuse/neglect prevention

VIII. INSTRUCTIONAL METHODS

Instructional methods for this course may include:

- A. Interactive lecture through online discussion board
- B. Discussion
- C. Case study
- D. Demonstration
- E. Audio-visual recording and presentation
- F. Student presentation
- G. Computer application
- H. Research and analysis
- I. Written assignment
- J. Personal reflection

IX. REQUIRED PRACTICES

Required practices in this course include reading, researching, writing, class assignments, and online discussion board discussions. The student will use the computer to address learning objectives, complete assignments, and demonstrate competency or mastery.

X. INSTRUCTIONAL MATERIALS

The basic textbook for the course will be used to organize lectures, presentations, and other learning experiences.

Remley, T. P. & Herlihy B. (2014). *Ethical, legal, and professional issues in counseling* (4th ed.). Boston: Merrill.

Additional books may be used as references by the instructor.

Gladding, S.T. (2009). *Counseling: A comprehensive profession* (6nd ed.). Upper Saddle River, NJ: Merrill.

Gladding, S.T. (2007). *A guide to ethical conduct for the helping professions* (2nd ed.). Upper Saddle River, NJ: Merrill.

Nystul, M.S. (2006). *Introduction to counseling: An art and science perspective* (3rd ed.). Boston: Allyn and Bacon.

Remley, T.P., & Herlihy, B. (2009). *Ethical, legal and professional issues in counseling* (updated 2nd ed.). Upper Saddle River, NJ: Merrill.

Journal articles will be used to present classic and contemporary accounts of selected theories and models, as well as evidence for the efficacy and utility of techniques. These articles will be cited in lectures and presentations.

XI. EVALUATION PROCEDURES

Objectives will be assessed through multiple means: verification participation, satisfactory completion and timely submission of assignments, submission of a portfolio, and satisfactory performance on chapter examinations. Specific course requirements include the following:

Participate in online discussion boards (for the online course). Because each week of class is the equivalent to a regular class meeting, a lack of involvement greatly affects potential student gains. The student is therefore expected to participate in weekly online discussions. Because the online format affords flexibility in the timing of participation, there are no options for make-up of discussion assignments.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions in both the online course and the hybrid course.

Complete assignments and submit them through the online portal. Important learning experiences are self-guided and involve outside-of-class exercises and activities. Timely submission of assignments will be required as they will coincide with other activities of the course.

Demonstrate mastery of course content through satisfactory scoring on examinations. The 16 chapters in the textbook will coincide with 14 examinations used to measure progress and identify learning needs. Examination deadlines will be scheduled for particular dates. Because the online format affords flexibility in the timing of taking the exams, there are no options for make-up of exams.

Each course requirement or assignment will be scored according to a rubric provided in class. Scores will then be converted to letter grades. Grades will be given based on student performance in class discussions, on examinations, and on research assignments, and on the portfolio. Grades will be determined in the following manner:

Participation (Weekly Online Discussion)	20%
5 Research Assignments	40%
14 Chapter Tests	40%
Possible total percentage	100%

Grading scale:

100-94%	=	A
93-87%	=	B+
86-80%	=	B
79-73%	=	C+
72-66%	=	C
65-59%	=	D
58% and below	=	F

XII. OTHER COURSE REQUIREMENTS

Mississippi College and the School of Education have policies that apply to the conduct of all courses.

ATTENDANCE**Online Class:**

Because this course is an online course, class attendance in the traditional definition will not be utilized. Instead, class participation will be measured through the frequency and quality of online discussion. This participation is in lieu of traditional class attendance and is just as much an essential part of college education. Students are expected to participate regularly and diligently. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative failure to participate will result in a lowered grade or loss of credit for the course.

Dropping the Class:

The last day to drop a course for the semester is listed in the current class bulletin. Students cannot withdraw after that date with a W (passing) unless the three following criteria are met:

extenuating circumstances (clearly outside of student's control);

passing the course at the time of withdrawal; and

does not have excessive absences at the time of withdrawal.

MAKE-UP TESTS

Because the online format of this course affords flexibility in the timing of taking the exams (generally one week), there are no options for the make-up of exams.

LATE PAPERS

Assigned papers will be due at a specific time and date. Late work will not be accepted in this class.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Student and instructor experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus

POLICIES RELATED TO STUDENTS WITH DISABILITIES

In order for a student to receive disability accommodations under Section 504 of the Americans with Disabilities Act, he or she must schedule an individual meeting with the Director of Student Counseling Services **immediately upon recognition of their disability** (if their disability is known they must come in before the semester begins or make an appointment **immediately** upon receipt of their syllabi for the new semester). The student must bring with them written documentation from a medical physician and/or licensed clinician that verifies their disability. If the student has received prior accommodations, they must bring written documentation of those accommodations (example Individualized Education Plan from the school system). Documentation must be current (**within 3 years**). The student must meet with SCS **face-to face** and also attend two (2) additional follow up meetings (one mid semester before or after midterm examinations and the last one at the end of the semester). Please note that the student may also schedule additional meetings as needed for support through SCS as they work with their professor throughout the semester. Note: Students must come in **each semester** to complete their Individualized Accommodation Plan (example: MC student completes fall semester IAP plan and even if student is a continuing student for the spring semester they must come in again to complete their spring semester IAP plan).

Student Counseling Services is located in Alumni Hall Room #4 or they may be contacted via email at mbryant@mc.edu or rward@mc.edu. You may also reach them by phone at **601-925-7790**.

XIII. ORIENTATION INFORMATION FOR GRADUATE STUDENTS

Graduate students should read the Graduate Orientation Manual in its entirety. This is an important part of the orientation for graduate students. Please get your hard copy from your department or from the Graduate Office in Nelson 202. You may also view the manual on the web at this address:

<http://www/mc.edu/publications/graduate/orientation.html>

XIV. BIBLIOGRAPHY

References and sources are cited in the textbook. Journal articles may be provided for review. A bibliography is available upon request.

XV. APPENDICES

XVI. NOTES AND MODIFICATIONS